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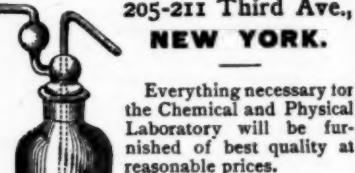
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A Weekly Journal of Education.

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For the Week Ending January 9.

No. 2

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My Pedagogic Creed. VIII.

Earl Barnes,

Professor of Education in Stanford University.

I believe that this is a sane, well-ordered universe, and that the natural tendencies in it are toward higher forms. I believe that the problem of the educator is to find these large upward-moving tendencies in civilization, and to do all in his power to foster and encourage them.

I believe these laws can be discovered through a study of the history of ideas and ideals, and through a direct study of the natural history of human beings from childhood to old age. I believe the great problem of this immediate generation is to work out the natural history of human beings as a basis for educational activity, and I believe that when this is fairly accomplished we shall find that what we have is a philosophy of life and life's possibilities, not materially different from philosophies held in the past, but perfected in many details.

Earl Barnes

Leland Stanford, Jr., University.



The Santa Claus Myth :

A BRIGHT FANCY OF CHILDHOOD.

Some time ago THE SCHOOL JOURNAL contained a note of a primary school in which the children were told that the story of Santa Claus was nothing but a myth and that the presents received on Christmas day were gifts of parents and friends. The children were greatly excited on hearing this matter-of-fact revelation, and many parents were indignant at what they believed to be "cruelty" on the part of the teachers. But was it really an act to be condemned from a high educational standpoint? Are teachers not to teach the plain truth? Is it not best for children to learn as early as possible to face realities? Do we not fail to grasp a splendid opportunity if we omit to teach the children to regard their Christmas presents as tokens of the love of their parents and to give thanks to whom they are due, and instead of doing this, leave them to their belief in Santa Claus?

If this is the right standpoint to take, then rend in twain the vail of blue and purple and crimson which separates the holy of creative child-imagination from the most holy of truth! Rend it in twain from the top to the bottom and let the child behold the things that are hidden behind it! He sees—and—sighs. He thinks of the time when he stood before that wonderful vail of finest fabric with cherubims wrought upon it, listening with a strange feeling of awe to the stories his imagination told of grandeur shut out from his view—and now he sees the truth—and sighs. He longs to return to his old beliefs, but he cannot. After once having stood face to face with stern reality whose chilling breath withered the scenes in which his fancy was wont to revel, there is no hope of ever recovering them. And what does he receive in return for the loss he mourns? Is the truth after all of greater worth to him?

The belief in Santa Claus may be the anchor which holds the child in the moorings of the wonderland of happy innocence. Snap it and you send him adrift on the sea of doubts on which in the wise order of Providence, it is only man's lot to travel. Let children be children as long as their childhood can be made to last.

Childhood is not a disease as the practice of many misguided educators would seem to treat it. Let it be regarded rather as the garden of Eden which vanishes with the first taste of the fruit of the Tree of Knowledge. Once outside of the gates of this paradise, no return is possible; a flaming sword points outward to a life of toil. The Great Teacher's warning hand is raised: take heed that ye do not offend one of these little ones!

Why force the "misery of disillusion" upon the child? it will overtake him early enough anyway. And Santa Claus, alas! is one of the illusions first to pass. Let Mr. Holman* call the myth a "mistake of profound ignorance"; the child-lover puts a higher value upon it: he regards it as a personification of the idea of Love, of that Love which to make mankind happy gave it a Christmas day. It is given to but few adults to grasp the abstract idea in its fulness; the meaning of peace on earth, good will toward men, pure joyfulness, is obscured by the consciousness of conditions that seem to rebut the belief in the possibility of universal happiness. The child with the Santa Claus myth in his heart, beholding the evergreen tree covered with light and glory and joining in the joyful Christmas songs, feels and lives what the adult's understanding cannot grasp save in remembrance. Shall the adult be robbed even of this one remnant of knowledge how it feels to be perfectly happy? Then leave to Christmas the halo of glory and mystery, leave to the child his Santa Claus!

OSSIAN H. LANG.

* H. Holman "Education: An Introduction to its Principles and their Psychological Foundations."

Writing.

A COURSE OF STUDY FOR EIGHT YEARS.

1. Teach to write a word as *man*.
2. To write several words, *cat, rat*.
3. To recognize letters in script form.
4. To write letters as the *m, n, etc.*
5. Copy easy words, *men, pen, etc.*
6. Secure proper position of pen, paper, and fingers.
7. Give exercises in tracing.
8. Show proportions of long and short letters.
9. Give movement exercises.
10. Give hand training. Use ink.
11. The proportions of letters.
12. The joining of letters.
13. Analyze the small letters.
14. Do the capitals.
15. Analyze the digits.
16. Drill in movements by counting.
17. Each to write his name.
18. The spacing of letters and words.
19. Fix orderly habits.
20. Advance work for Nos. 9 and 10.

1. The pupils should learn first by imitation to copy words and sentences written upon the blackboard. The teacher writes the word *man*, for example, and they copy it; they will use a lead pencil; it should be at least four inches long and sharply pointed. During the last half of the year they may learn to use a pen. The paper used should be firm, smooth, and have lines ruled on it. This copying of words will form a large part of their occupation.

2. When they have learned to write *man* other words may be given, as *can, pan, cat, rat, etc.* This must not be two long continued at a time; ten minutes and then some other occupation. They must not look on writing as a task.

3. The recognition of words in script may be taught as in a game; *man*, then *pan, can, ran, fan; cat, hat, rat, bat, etc.* Then sentences. *I saw a man, I saw a pan, etc.* This recognition of script will have relation to learning to read. (See Suggestions on Reading.)

4. What is the first letter in *man*? Yes; here it is, *m*. Let us make *m's*. How many down marks? Yes, three. In a similar way *n* is taken up. Only the bare elements of the form are pointed out; do not be minute or tiresome.

5. They may have daily exercise in copying words as *men, pen, etc.*, copying each three times; also short sentences for copying.

6. The proper position of pen, paper, and fingers should be obtained at first and spoken of daily.

7. The use of words and sentences to be traced should be begun as soon as possible; they like to trace even without knowing the words. It is not necessary to wait until a pen can be used; use a pencil. (See Sug. 17.)

8. Write *line*, for example, for copying, and say, "Make the *l* three times as high as the *i*." Reiterate this often. Also, "Make all the small letters of the same height."

9. The first movement exercise will be from left to right; fine parallel lines about an inch long. The object is to accustom the child to forearm movements.

10. The tendency to cramp the hand will be overcome by giving free exercise with a large *O* as a form to be made, going round ten times; then another, &c. The aim must be a free, ready gliding over the paper. To do it with the eyes shut is a good exercise.

The position of the body and the feet; the arms both resting on the desk near the elbow; both nibs of the pen on the paper; the head not bent over—all these will receive daily attention. Aim at one thing at a time; speak of positions, &c., and then, for example, take up *movement* and give attention to that; but not to movement, proportions, and a lot of other things.

11. The more obvious proportions of the letters will be taken up; begin with the *i*, then the *n*. Make several *n's* and they copy. Then tell how far is the second part of the *n* from the first. This must proceed slowly; do not be too minute. Speak of parallelism of strokes.

12. Write *man* and speak of the joining of the letters.

13. Analyze the letters somewhat; show the like parts of *l, b, h, k, j, y, g, z, etc.*

14. Follow a similar plan with the capitals. Proceed gradually: *A, N, M; O, C, D, E, H, K.* See Sug. 22 and 23.

15. Follow a similar plan with the digits, *1, 4, 7, 0, 6, 9, 2, 3, 5, 8*.

16. Some counting can be done when Sug. 9 is followed; counting gives unity and pleasure. The teacher makes down strokes on the board. "Make these as long as the *l*," he says, "make them as I count one, one." Then he gives short horizontal lines in the same way.

17. Each pupil should learn to write his name as soon as possible.

18. The word *man* is written and it is shown that the spaces between *m* and *a* should be the same as between *a* and *n*. A sentence is written as, *The man walks*, and it is shown that the space between the words must be uniform.

19. In all the exercises there must be close attention to details; each pupil should have a blotter, a penwiper, practice or trial paper; the words should be written nicely under each other; the movements, Sug. 9 and 10, should produce neat results; the books should be taken away at the close of the exercise and kept with the utmost neatness.

20. There must be a carefully arranged series of exercises, and some of these given daily. A work on penmanship should be owned and studied.

21. The proportions of the letters must be shown on the blackboard; it is not enough to say to a pupil his *m* is not a good one; its specific defects must be pointed out.

22. See Sug. 20. Each of the small letters is evolved from certain "types" or "principles," as the *a* from the *i* and the *o*, etc. These will be shown on the blackboard. Pupils will come to the blackboard and write and be questioned.

23. See Sug. 22 and apply to capitals. See last sentence in Sug. 20.

24. A very important feature in writing is *parallelism* of strokes; write *man* and extend the straight lines in the *m*, the *a*, and the *n* above and below, and call attention to parallelism.

25. As a result of Sugs. 9 and 10 there should be lightness and freedom in the movement; cause these to exist by exercises.

26, 27, 28. Keep prominent the matter of proportions; likeness to "types;" the joining, the spacing, etc. Trial or practice paper should be supplied. After writing words it may be written over with movements.

29. Sug. 19 should receive daily attention. Writing will, with older pupils, be looked at very much like gymnastics and the exercise proceed accordingly. The sitting, position of body, etc., the counting of movements, etc., all will proceed like a military parade.

30. Phrases and sentences will be given, commencing with capitals; also sentences with proper names.

FOURTH TO NINTH YEAR.

31. The foundation will have been laid by attention to the thirty suggestions; most of these will still be followed in further teaching. There are difficult combinations, like Egypt, that will be taken up and practiced on.

32, 33. A closer analysis can now be followed; the pupils will learn to analyze each letter, as small *a* is composed of the *o* and *s* principles. This applies to capitals also.

34. In copy-book work it is a good plan to have one, two, or three words or lines written on a page at a time; when the book is thus gone through with, begin again and let one, two, or three lines be written daily on a page; then begin again. This will allow a contrast between the writing.

35. The first aim must be to have an easy movement of fingers, hand, and arm; movement exercise of the right kind must be given daily.

36. A sentence should be given each two weeks to be written on a slip of paper, the pupil putting name and date on it. These put in a Penmanship Album will show the progress made.

37. A letter should be dictated, instruction as to date, etc., having been given.

38. The teacher can give a word like *moon* and practice on it for rapidity; make rapidity the first aim; next gradually aim at legibility. Encourage home practice for rapidity.

39. The teacher should fix rules for criticism; the letters must be formed from types or principles, Sug. 32. A pupil writes on the blackboard and the others criticize; thus they learn to criticize their own writing.

40. Regularity will be established—that is, making the same kind of *a's*, etc., every time and making them on a model—if Sug. 8, 11, 18, 22, 24, 32 are carefully followed.

Winter Nature Study.

Iron Pyrites.

By FRANK OWEN PAYNE.

Minerals may be studied at any season, but I have found them especially attractive as objects for winter study because other things are less abundant and less suited to the season.

Iron pyrites has been selected because (1) it is very common; (2) it appears in so many forms; (3) it is associated with the early history of the Jamestown colony; (4) it is so often mistaken by children for gold; (5) it is crystalline and its crystals are almost always plainly discernible; (6) its chemical composition is easily shown by experiment, and (7) it may easily stand as a type of crystalline solids and thus form the first of a series of lessons on crystallization as well as a series on minerals.

The teacher should supply herself with as many specimens as possible. It is found in many shales, slates, and some other rocks, where it exists in cubical crystals of a dull yellow color not unlike brass. Its crystals are often found in the form of eight-sided and of twelve-sided solids called octahedra and dodecahedra



respectively. The commonest variety consists of masses of cubes pressed or fused together. Almost any gravel pile will be found to contain many samples of pyrite. Thin plates of it may also be seen on breaking soft (bituminous) coal. The best coal contains but little; poor coal contains more of the pyrite.

It is the presence of this substance which gives to a coal-fire its sulphurous fumes.

Pass your specimens around the class and permit each pupil to examine them to his satisfaction. If the cubical crystals are not large enough to see well with the unaided eye, use a simple magnifying glass. With such help, the eye can usually make out a series of fine lines on each face. These lines are always parallel to two edges of the face, but they are never perpendicular with the lines on adjoining faces, so that it is never possible for lines to be traced entirely around a cube.

Lead the pupils to discover the form of the crystals. The type form is a *cube*, but all are not perfect cubes. Many will be found to be parallelopipeds and others will often be found whose corners are cut off by a plane.

Have the type form drawn upon paper. If your specimen is a good one having large cubes, these may be modeled in clay. I have found it helpful in teaching crystals, to have the type form of a crystal made very large of bristol board.

Having studied the crystalline form of iron pyrites, a small portion should be broken off and reduced to a fine powder. Then take from the stove a shovel full of red hot coals and sprinkle the pyrite powder upon the coals. A strong smell of sulphur will at once be detected and the blue color of the sulphur flame will also be seen.

Another way of proving that iron pyrites contain sulphur, is to put some of the powdered pyrite into a glass test-tube and heat in the flame of an alcohol lamp. The sulphur will separate from the pyrite and collect in a yellow ring farther up the tube when the glass is cold. The principal use of iron pyrites is in preparing sulphur. It is mined in some localities for this purpose. Large beds of it are found in Spain. At Rowe, Mass., and in some parts of Virginia it is mined for the sulphur it contains.

Some kinds of pyrites, when left in a damp place for some time, will change to a whitish powder. This is anhydrous green vitriol. It is formed by moisture of the air combining with the pyrite.

The story of how some of the first colonists in Virginia sent a shipload of pyrites home to England, thinking it to be gold, will interest the children. Perhaps this is the reason that it is called "fool's gold."

Pupils should test the hardness of iron pyrites by scratching

other substances with it. In the scale of hardness pyrite ranks about 6.

When struck with steel a spark is produced. That is the reason this substance is called *pyrites*. Define *pyrotechnics*. What is a funeral pyre? Its specific gravity is 5. This means that it weighs five times as much as an equal volume of water. If a fragment be rubbed over a piece of ground glass, or unglazed earthenware, it leaves a dark greenish *streak*. This streak which most minerals give when drawn across ground glass, is often an important feature in determining what mineral is under examination.



Study of Animals and of Elementary Physics.

By CHARLES B. SCOTT.

During the winter months we may continue the study of common animals and more particularly of domestic animals, along the lines suggested in last month's article in these columns, or we may take up work in elementary physics or in minerals.

WORK WITH ANIMALS.

Among animals the dog is excellent for observation and for comparison with the cat. From cat and dog pupils can get a very good idea of mammals, the animals having more or less of a hairy covering on their body and having milk for their young, and of flesh-eating or carnivorous animals. After carefully studying with their own eyes these two, pupils will be much better prepared to understand many animals about which they may read, belonging to the cat family (wild cat, panther, leopard, tiger, lion, etc.), and to the dog family (fox, wolf, etc.).

Mice may be kept in a cage in the school-room and their habits and general structure studied, or a tame squirrel or rabbit may be brought in. In all of these the teeth should be carefully observed. Any of these make a good starting point for talks or reading lessons about the gnawing animals or rodents, (including rats and mice, moles, squirrels, hares, and rabbits, beaver, wood-chuck, etc.)

In a country or village school, where cows are abundant, the children can study in the stable or barn the cow or horse as a type of the hooved animals, observing with special care their hoofs or feet and their teeth.

The canary bird may be kept in the school-room in a cage, or a dove, chicken, or duck kept for a time in a box. These can be made a type of birds and of the order of birds, perchers, scratchers, swimmers, etc., to which each belongs.

In all this animal study the living animals should be used and the general order of study outlined last month should be followed.

In studying, the structure of all the animal as a whole, form, color, covering, protection, etc., should be studied first and then its parts or appendages.

In all the questions why should be constantly asked and the children led and compelled to not merely see and tell for themselves, but to think for themselves about the relation between the form of parts and their use or work, about the adaptation of structure to function.

In all such work teacher and pupils must trust their own eyes. The teacher must study the animal much more than the books and must remember that facts are much more important than names and that common names are much better for children than technical terms.

In general it is a good rule, in the study of structure, to dwell on or emphasize only those points or features in which the pupils can see adaptation of structure to function, as the teeth and claws of the cat and the bill and feet of the canary, and those points which are important in classification.

In all study of animals teachers will find Needham's Elementary Lessons in Zoology (American Book Company \$0.90) very helpful. For teachers in the elementary schools it is one of the best books on animals which has yet appeared.

Very little work in minerals can be done without specimens. These cannot be collected at this season and specimens bought

are not nearly as good for this work as those gathered by teacher and pupils about the school. Hence it seems best to consider, in these articles, the work in elementary physics which can be done.

ELEMENTARY PHYSICS.—HEAT.

Work in physics or the study of the simplest and most common physical phenomena is most helpful as a preparation for clear, geographical ideas or concepts.

Such work may include the experimental study of evaporation and condensation and of the forms of water (water-dust, vapor, steam, fog, cloud, dew, rain, ice, frost, snow) the study of air (presence, use, and properties) and winds; and the investigation of the causes and effects of heat, preparing for a better understanding of weather, climate, zones, and similar phenomena of nature.

In elementary physics much can be done with very little and very simple and inexpensive apparatus.

For the work outlined in this and the succeeding article will be needed an alcohol lamp, a pint of alcohol (a little oil stove can be substituted for these) a few feet of glass tubing, a small tin cup, and a few little things (pieces of glass, funnel, pan, etc.), which can usually be picked up or borrowed as needed.

The brass alcohol lamp shown in illustration has been proven by experience to be very satisfactory. It can be purchased from or through a hardware dealer for twenty-five cents. Pure, that is commercial, alcohol should be used, not that diluted with water.

We will discuss the study of heat, which may include the study of water and air. We will begin with

I. The Sources of Heat.

II. Burning or Combustion.

Light before children (It does not seem wise, for obvious reasons, to have performed before the youngest pupils those experiments the repetition or imitation of which by the children may be dangerous) piece of soft wood; let it burn a moment and blow it out, having pupils note carefully

The color of flame. Where light? Where blue?

The appearance (black) of part partially burnt.

The appearance of the ashes left.

Light many other things, different kinds of paper, wood, and cloth, dried leaves, lamp or candle wicking, and other substances, noting above points and others.

Heat in a tin lid over alcohol lamp a little sugar, bread, and nuts and vegetables of various kinds, and note how they turn black and may burn. (Heat stones and some other things which will not burn.)

A very little fat or lard or butter or oil or kerosene may be heated in the same way and the fact noted that they turn black as they burn or burn with smoke, depositing black soot on vessels held over them.

With younger pupils have a few clear experiments, not enough to confuse them. With older children multiply experiments so that pupils may have many experiments from which to generalize.

Have children carefully describe

First.—What they did, the experiment.

Second.—What they saw, the observation.

After several experiments, they can add: (Do not be in a hurry for this step.)

Third.—What they think, the inference.

If all work oral and written is in the first person what "I" (or sometimes "we") did and saw and thought, it will be better, more individual, and usually more clear and accurate.

Put some of the substances in the bowl of a clay pipe, cover and seal tightly with clay and heat. After a time ignite the gas coming from the stem. Heat in this way pieces of wood and different kinds of coal. Soft coal is best.

If heated in a glass test-tube (get from druggist) tightly corked, with a glass tube, drawn out to a fine point at upper end, passing through cork, process can be better watched by pupils.

Lead the children to make some such final inferences as the following. Do not do all the thinking and inferring and generalizing for them.

Heat is produced by burning. We found that things which burn turn black when they are lighted or heated, or give off smoke

which has black soot in it. This black is carbon or charcoal. Things which burn contain carbon.

After a time the black part is burnt up leaving behind a little fine gray powder. Sometimes nothing is left behind. This gray part is ashes. Ashes is the part like earth which will not burn.

We saw that some things give off a gas when they are heated and this gas burns.

When things are heated the gas burns first, leaving the carbon. Then the carbon burns, leaving the ashes.



Elementary Science.

The child comes to school full of the wonders concerning (1) cats, dogs, pigs, cows, horses, birds, fish, snails, etc., etc. (2) flowers, fruits, leaves, trees, roots, grasses, grains, mosses, etc.; (3) water, iron, brass, gold, silver, limestone, sandstone, pebbles, dirt, ditches, gullies, mud-puddles, etc.; (4) fields, woods, brooks, rivers, hills, mountains, etc.; (5) light, heat, cold, motion, weight, levers, clocks, engines, presses, telegraphs, telephones, magnets, shocking-machines, etc.; (6) winds, rain, snow, lightning, thunder, thermometers, etc.; (7) headaches, stomach-aches, work, rest, sleep, eating, drinking, cooking, foods, etc.; (8) of the facts that iron rusts, silver tarnishes, fire burns, of the tastes of salt, pepper, vinegar, etc.; also (9) sun, moon, stars, sky, etc.

These are the elements of zoology, botany, mineralogy, geology, geography, physics, meteorology, physiology, chemistry and astronomy. What he knows of these matters is vague.

The teacher will present objects, functions, or pictures. Text-book descriptions must not be offered instead of objects, provided the objects are accessible. By functions are meant acts and phenomena, such as thought, weight, growth, etc., which are not immediate objects of sense, but are perceived as related to sense-objects. Pictures, especially of form and color, make the strongest appeal, next to objects, to the mind. Lead the mind from the vague to the distinct. Help it to discover the general from the particulars. Do this so guardedly that he may never have the suspicion that he has not done it for himself.

Some teachers deeming themselves of the new order, think that if one member of the class handles, scrutinizes, in fine, *observes* an object the whole class does; that if this member reaches the proper conclusion in the proper way and then imparts it to the class, that the whole class has inductively formulated the data. This picture is a good composite of nine-tenths the so-called present day object-teaching. Such practice is a compromise with truth.

Far better be it that nature remain to the many the sealed book which she is, than that a false pedagogy din the *names* of her wonders into the ear. The simple and the wise both dread mystery, but the fool has neither fear nor reverence.

Teachers err when they take the child from his original environment and set him down among words—the signs for the ideas of adult-man. Truth can be arrived at only through the interpretation of nature. Many will doubt this proposition—but they forget that words originate in ideas and that ideas originate in things. Man must first comprehend the law of his environment before he can understand the revealed word of God which is given in man's own language. In the writer's judgment, the reversal of this law of development has been, and is, the error of both school and church in their efforts toward civilization.

J. B. CUNNINGHAM,
Principal Paul Hayne School, Birmingham, Alabama.

BOSTON.—General Francis A. Walker, whose personality many will recall, who heard him at the N. E. A. meeting last summer, died at his home in this city from a stroke of apoplexy, Jan. 5.

Gen. Walker was born in Boston, 56 years ago, was graduated from Amherst college, and then studied law. He went to war as sergeant major of the Fifteenth Massachusetts regiment, and when he resigned his commission in 1865, he was assistant adjutant general.

He then began to teach at East Hampton, Mass., until his appointment by President Grant to the position of chief of the Bureau of Statistics. In 1870, he was appointed superintendent of the United States Census. His next appointment was that of Indian commissioner.

In 1872, General Walker was elected professor of political economy and history in the Sheffield Scientific School, at Yale college. From 1881 to his death he was president of the Massachusetts Institute of Technology, and to his efforts the growth of the institution is largely due. He was well-known as a prominent educator and as a writer on political economy.

January 9, 1897

THE SCHOOL JOURNAL.

57

History and Literature.

Outline of Work.

Prepared for the Cook County Normal School, by Emily J. Rice.

This outline is prepared on the theory that the different branches of knowledge should be related to each other in a course of study. The work of each grade in natural science and geography is therefore considered as having an important bearing upon the topics selected.

Stories from classic literature may be adapted by each teacher for herself. Many are found in works on mythology, but not in a form suitable for children. Care must be taken to keep them true to nature, showing its poetry and ethical teaching. Avoid moralizing. Keep the artistic and aesthetic.

Reading lessons based on these stories may be found in the C. C. N. S. envelope. Published monthly. Each month, 25 cents.

REFERENCES FOR MYTHOLOGY.

Bulfinch's Age of Fable.—S. W. Tilton & Co., Boston.
Murray's Manual of Mythology.—Chas. Scribner & Son.
Cox's Manual of Mythology.—Henry Holt & Co., New York.
Cox's Mythology of the Aryan Nations.—Paul, Trench & Co.
Keightley's Classical Mythology.—Bohn Library.
Gayley's Classic Myths.—Ginn & Co.
Guerber's Myths of Greece and Rome.—American Book Co.
Francillon's Gods and Heroes.—Ginn & Co.
Hawthorne's Wonder Book.—Houghton, Mifflin & Co., Boston.
Hawthorne's Tanglewood Tales.—Houghton, Mifflin & Co.
Baldwin's Stories of the Golden Age.—Chas. Scribner & Son.
Kingley's Greek Hero Stories.—Macmillan & Co., New York.
Anderson's Norse Mythology.—S. C. Griggs & Co.
Mabie's Norse Stories.—Roberts Brothers.
Litchfield's Nine Worlds.—Ginn & Co.
Fiske's Myths and Myth Makers.—Houghton, Mifflin & Co.

Nature Myths and Stories, by Flora J. Cooke, gives several of the stories used in this outline in a form suitable for first grade. (Flanagan & Co., Chicago, 15 cents.)

For fuller references and suggestions, see Course of Study in History and Literature, Emily J. Rice. (Flanagan & Co., 15 cents.)

Original Sources: The Iliad, translated by Derby or Bryant, The Odyssey, translated by Bryant or Butcher and Lang, Hesiod, the Greek Drama, Plumptre's translations, Ovid's Metamorphoses (Bohn), Thorpe's translation of Saemund's Edda.

William Morris' Earthly Paradise, Life and Death of Jason and Sigurd, the Volusung, Lewis Morris' Epic of Hades, Ruskin's Queen of the Air, and Carlyle's Hero as a Divinity are useful studies in this connection.

Examples of shorter poems giving myths in literary form:
Lowell's Shepherd of King Admetus, Finding of the Lyre, Rhoeucus, Prometheus and Vision of Sir Launfal, Longfellow's Prometheus, Masque of Pandora, Pegasus in Pound, Tegnor's Drapa and Saga of King Olaf, Matthew Arnold's Balder Dead and Forsaken Merman, Schiller's Gods of Greece and Pergamus in Harness, Tennyson's Ulysses, Demeter and Persephone, Enone, The Day Dream and The Talking Oak, Shelley's Hymn of Apollo and The Cloud, Wordsworth's Laodamia.

The short poems mentioned in the following course should be memorized.

First Grade.

OUTLINE by FLORA J. COOKE, TEACHER.

(Stories to be told by teacher.)

September. (Science Basis: Botany.) Clytie, a sunflower myth, adapted from Ovid. Golden Rod and Aster, Fairy Land of Flowers. Mondamin, a story of corn, from Longfellow's Hiawatha.

(Science Basis: Zoölogy.) How the Mole Became Blind, Cox. The Chipmunk, adapted from Sir Edwin Arnold's poem. The Pearl Feather, Hiawatha. The Brown Thrush, Lucy Larcom.

October. (Science Basis: Evaporation.) Cloud Myths: Alkinous, adapted from the Odyssey. The Swan Maidens, Cooke.

(Science Basis: Solution.) The Donkey and the Salt, Aesop.

(Science Basis: Zoölogy.) The Cricket and the Peet, from Browning's Poem, A Tale. Arachne, from Ovid. Tithoun, Bulfinch's. The Raindrop—Normal Third Reader.

November. (Science Basis: Meteorology.) Ways of Measuring Time. Chronos, Cooke. King Alfred. Thanksgiving Stories. Thanksgiving Day, Lydia Maria Child.

December. (Science Basis: Winter Plant Life.) The Little Fir Tree, Hans Andersen. The Discontented Pine Tree, Fairy Land of Flowers. Christmas Stories. The Snow-flake, Saxe.

January. (Science Basis: Winter Environment.) Life of

Eskimo. (Science Basis: Heat.) Prometheus, adapted from Hesiod. Fairy Folk, Wm. Allingham.

February. (Science Basis: Meteorology.) Moon Stories: Children in the Moon, from Whittier's "Child Life." Seven Times One, Jean Ingelow. The New Moon, Mrs. Follen. Lady Moon, Lord Houghton. Indian Life. Life of Hiawatha.

March. (Science Basis: Botany) Tree Stories: Rhoeucus, adapted from Lowell's poem. Daphne, adapted from Ovid. The Walnut Tree that Wanted to bear Tulips, Wiltse. The Tree, Björnson.

(Science Basis: Winds.) Hermes. Four Winds, Hiawatha.

April. (Science Basis: Light, Images.) The Dog and its Image and The Stag and its Antlers, Aesop. (Spectrum.) Iris.

(Science Basis: Zoölogy.) The Fox and the Stork, Aesop. The World, Whittier's Child Life.

May. (Science Basis: Mineralogy.) Sisyphus, adapted from the Odyssey. Conglomerate, Cooke.

(Science Basis: Meteorology.) Persephone, from Hawthorne.

(Science Basis: Zoölogy.) The North Story of the Wood-pecker, from Cary's poem, A Legend of the Northland, Little Dandelion, Helen Bostwick.

June. (Science Basis: Zoölogy.) Insect Stories: King Solomon and the Ants, adapted from Whittier's poem. King Solomon and the Bee, Saxe's poem.

(Science Basis: Botany.) Anemone, Bulfinch. Seven Times One, Jean Ingelow.

Second Grade.

OUTLINE by CLARA I. MITCHELL, TEACHER.

(Stories to be told by teacher.)

September. (Science: Light.) Iris.

(Science: Direction.) Four Winds, Hiawatha. The Four Winds, Sherman.

(Science: Zoölogy.) Melampus, Bulfinch, The Ants and Grasshoppers, Aesop.

October. Science: Muscle.) Spartans. Story of Leonidas. (Science: Evaporation.) Pegasus, adapted from the Iliad, Hawthorne.

(Science: Granite.) Clay in the Arts. Stories of Greek Art. (Science: Botany.) How the Leaves Came Down, Susan Coolidge.

November. (Science: Migration.) Ugly Duckling, Andersen. (Science: Astronomy.) Star and Moon Stories, Wiltse. Dutch Lullaby, Field.

(Science: Coal.) Stories of Mining. Story of the Pilgrim Fathers.

December. (Science: Gravity.) Story of Isaac Newton's Life. The Idea of Giving in Nature. Christmas Stories. While Shepherds Watched their Flocks.—Hymn.

January. (Science: Animal Movements.) The Stag at the Lake, and The Hare and the Tortoise, Aesop.

(Science: Foods.) Hiawatha's Fasting. The Little Red Hen, Appleton's First Reader. Eskimo.

February (Science: Prehension) The Fox and the Stork, Aesop.

(Science: Time.) Father Chronos.—The Sun's Travels, Stevenson. Indian—Hiawatha's Childhood, Sailing, Fishing, Washington.

March. Story of Longfellow's life. Children's Hour, Longfellow.

(Science: Stones.) Stories of Quarrying. Use of Stone in the Arts. Story of Giotto's Life. Rough Stone Age in History.

(Science: Light.) The Dog and His Image, Aesop. Narcissus, adapted from Ovid.

April. (Science: Botany.) Rhoeucus, Lowell. Daphne, adapted from Ovid. Walnut Tree, Wiltse. The Tree, Björnson. Philemon and Baucis, adapted from Ovid. The Polished Stone Age in History.

May. (Zoölogy.) The Boys and the Frogs, Aesop. Pearl Feather, Hiawatha.

(Botany.) Hyacinth, Bulfinch. Pea Blossom, Andersen. Cliff Dwellers. Daffy-Down-Dilly.

June. Persephone, Hawthorne's Pomegranate Seeds. Story of Hercules. Story of Liberty Bell. Bed in Summer, Stevenson. Mound Builders.

Third Grade.

September. Inventions: History of Traveling: Stories told by teacher. Reading of Scudder's Fables and Folk Stories. The Archer, Frank Dempster Sherman.

October. Robinson Crusoe: Story told. Reading of the Seven Little Sisters, Jane Andrews. Ariel's Song and The Fairy to Puck, Shakespeare.

November. Robinson Crusoe: Story told. Reading of Seven Little Sisters, Jane Andrews.

(Science: Zoölogy.) The Mountain and the Squirrel, Emerson.

December. Robinson Crusoe: Story told.

(Science: Winds.) The Four Winds, Hiawatha. The South Wind and the Sun, James Whitcomb Riley.

January. Ways of Measuring Time: Stories told.

(Science: Trees.) Under the Greenwood Tree, Shakespeare.

February. Early History of Chicago: Stories told.

(Geography: Rainfall.) Cloud Stories: Pegasus, adapted from the Iliad, and Niobe from Ovid. Work, Mary N. Prescott.

March. Early History of Chicago. Story of Iduna, a Norse myth of spring. The Daffodils, Wordsworth.

April. Norse myths: Balder, a myth of summer.

(Geography: Deserts.) Reading of Each and All, Jane Andrews. The Gladness of Nature, Bryant.

May. (Geography: Glaciers.) Norse myths: Thor and the Frost Giants. The Challenge of Thor, Longfellow.

June. The White Man's Foot, from Longfellow's Hiawatha, compared with Balder and Persephone. May, Frank Dempster Sherman.

Fourth Grade.

September. Reading of Hawthorne's Tanglewood Tales: Minotaur, Circe's Palace. The Shepherd of King Admetus, Lowell.

October. (Geography: River Basins.) Reading of Ruskin's King of the Golden River. The Brook, Tennyson.

November. Stories of the Pilgrims and Puritans told by teacher. The Landing of the Pilgrims, Mrs. Hemans.

December. The Pilgrims and Puritans. Wizard Frost, Frank Dempster Sherman.

January. (Geography: Rainfall.) Reading of Hawthorne's Wonder Book: Golden Touch and Chimaera. Longfellow's Pegasus in Pound. Compare Schiller's Pegasus in Harness.

February. Lives of Lincoln and Washington: Stories told. Barbara Frietchie, Whittier.

March. Reading of De Garmo's Tales of Troy. Written in March, Wordsworth.

April. Stories from History: John Smith, William Penn, Daniel Boone, Horatius, etc. Stories told, followed by reading of Eggleston's First Book in American History. Paul Revere's Ride, Longfellow.

May. Longfellow's Poems: My Lost Youth, The Village Blacksmith, The Children's Hour. Life of Longfellow.

June. Reading of Hawthorne's Pomegranate Seeds.

(Science: Sound.) The Finding of the Lyre, Lowell.

Fifth Grade.

(Geography: North and South America.)

September. Pre-Columbian History, Adventures of Ulysses, Lamb, Ginn & Co.

October. Pre-Columbian History. The Norsemen. The Northern Seas, Mary Howitt.

November. Reading of the Nine Worlds, stories from Norse Mythology, Litchfield. Tegner's Drapa, Longfellow.

December. Columbus. Reading of Hawthorne's Snow Image. Lowell's First Snow Fall.

January. Spanish Discoveries and Explorations.

(Geography: Mexico.) The Aztecs. John Barleycorn, Burns.

February. Reading of Longfellow's Hiawatha.

(Science: Fossils.) The Petrified Fern, Branch.

March. Longfellow's Hiawatha. Selections memorized.

April. French Discoveries and Explorations. The White Man's Foot, Hiawatha.

May. English Discoveries and Explorations. English History. Anemone, Sherman.

June. English History. Abou Ben Adhem and the Angel, Leigh Hunt.

Sixth Grade.

(Geography: Eurasia.)

September. Colonial History: Virginia. English History. Whittier's Corn Song.

October. Colonial History: New England. English History. Reading of Longfellow's Miles Standish. The Witch's Daughter by Whittier.

November. Colonial History: New York. Reading of Irving's Rip Van Winkle and Sleepy Hollow. The Third Day of November by Bryant.

December. Other English Colonies. Canada. The French and Indian War. Tennyson's Death of the Old Year.

January. Longfellow's Evangeline. Selections memorized.

February. Longfellow's Evangeline. Selection memorized.

March. (Geography: Great Depression. Long Plateau. Greece.) Reading of The Ten Boys on the Road from Long Ago to Now: Stories of Kablu, Darius, and Cleon.

(Science: Mineralogy.) Pebbles by Sherman.

April. (Geography: Italy, Great Britain.) Reading of Ten Boys: Story of Horatius, etc. Bryant's Planting of the Apple Tree.

May. Church's Stories from the Iliad, Maynard and Merrill, 10 cents. Emerson's Rhodora.

June. Lamb's Tales from Shakespeare. The Tables Turned, Wordsworth.

Seventh Grade.

(Geography: Review of Continents.)

September. The Revolutionary War: Causes and Initial Steps. Emerson's Concord Hymn. Whittier's Among the Hills.

October. The Revolutionary War: Campaigns. Hawthorne's Tales of the White Hills. "Independence Bell."

November. The Revolutionary War: Campaigns. The Song of Marion's Men, Bryant.

December. The Critical Period. Whittier's Snow Bound. Selections memorized.

January. Giffin's Civics. Martineau's Peasant and Prince. Longfellow's Building of the Ship.

February. Growth of the Union. (Geography: Nile and Tigris-Euphrates Basins.) Egypt and Chaldaea. Painting of Egyptian historic ornament. Selections from Longfellow's Keramos.

March. Growth of the Union. The Age of Chivalry. Reading of Chaucer's Stories Simply Told: Prologue and Knight's Tale, Jane Seymour. Wordsworth's To My Sister.

April. Scott's Lady of the Lake: The Chase. English History: Feudal Period. Scott's Love of Country.

May. Scott's Lady of the Lake. English History.

June. English History. Lowell's Vision of Sir Launfal. Selections memorized. Early Christian Art. Gothic Architecture.

Eighth Grade.

(Geography: Mathematical. Distribution of Life.)

September. (Geography: Greece.) Reading of Ulysses among the Phæacians. Houghton, Mifflin & Co., 15 cents. Shelley's Cloud.

October. Kaufmann's Plutarch's Lives: Lycurgus and Solon. To a Skylark, Shelley.

November. The Persian Wars. Age of Pericles. The Parthenon. Drawing of Doric and Ionic capitals from casts. The Isles of Greece, Byron.

December. The Peloponnesian War. Our Civil War. Compare our Civil War with the Peloponnesian War. The Present Crisis, Lowell.

January. (Geography: Italy.) Church's Stories from Livy. Horatius at the Bridge, Macaulay.

February. Roman History. Shakespeare's Julius Caesar.

March. English History related to our Colonial History. Lowell's Glance behind the Curtain.

(Geography: Winds.) Coleridge's Ancient Mariner.

April. English History related to our Revolutionary War. Goldsmith's Deserted Village. The Critical Period of American History.

May. The Federalists: Washington and Adams. The Democratic Republicans: Jefferson, Madison, Monroe. The War of 1812. Old Ironsides, Holmes. Curtis' Prue and I.

June. The National Republicans. Rise of Whig Party. The Mexican War. Reading of selections from Lowell's Bigelow Papers. Review of Political Parties. The Chambered Nautilus, Holmes.

Decorations for a Primary School.

By HETTY A. CRAWFORD.

We, and the children we teach, have to spend so many hours of our lives in the school-room that we ought certainly to make it as delightful a place as possible.

School-rooms are generally so bare and desolate looking.

One year I was teaching in a school in a city, where nearly all of the children came from poor and unattractive homes, and I resolved to make the hours, that those poor little waifs spent with me, as happy hours as possible, and let them help me to make our school-room as beautiful as we could; so I planned to decorate the room each month in some way appropriate to that season of the year, changing or adding to the decorations each month.

We had a very pleasant school-room. It was well lighted. The furniture was all in good condition. The desks were not scratched or marred. The blackboards were good. The walls were prettily papered, and best of all we had a janitor who was quite ideal. He kept that school building cleaner and more free from dust than any other building in which it has been my good fortune to teach, but still the room had the usual bare, desolate look that all unadorned school rooms have.

I decided to use golden-rod and asters for the first month. We were so situated that we could get them in unlimited quantities, and I thought nothing could be prettier or more appropriate than these flowers for our September decorations. The children brought them in by the armfuls. We filled our broad window sills with vases full of the beautiful blossoms. Our vases were large flower-pots covered with green crepe paper. Then we put branches of them around the pictures and about on the walls. I put our September calendar on the blackboard with large sprays of golden-rod about it, drawn with colored chalks, and on the blackboard in little extra corners that were seldom used for other work I drew clusters of golden-rod and asters with colored chalks. These decorations were pretty through the month, for every one knows that golden-rod and asters are beautiful even after they are dry and partly withered, but at the end of September they had accumulated too much of the dust of the school-room to be longer very attractive, so we took them down to make room for our October decorations.

We had prepared for these during September, for the children had gathered and pressed quantities of lovely autumn leaves. These they brought to me and I waxed them by passing a warm flatiron over beeswax and then over the leaf. I did this so they would last longer when I put them up. These waxed leaves will last for months without curling or breaking as the unwaxed leaves do.

With these autumn leaves I made a border all about our room. I put the border above the molding at the top of the blackboard and fastened the leaves with pins to the wall paper. I was not at all sparing of the pins but put several in each leaf so as to fasten them securely. I was careful to put the pins in so as not to tear the paper. When I took the leaves down no one could have told by anything in the looks of the paper that they had been there. Then we gathered a great many milk-weed pods. I fastened bunches of the open pods about among the autumn leaves. Some of the pods I painted inside with a coat of mucilage and stuck the silky seed back into them, not of course in the beautiful way in which nature had arranged them but in such a way that the open pods should show a cloud of the fluffy silk within. By putting them in this way with mucilage, they would stay as long as wanted. Then we had strings of nuts, that we had fastened together with colored twine, looped here and there.

I wished we could have bunches of the beautiful chestnut burrs to add to our October decorations, but this school was not situated in a state where the children are so fortunate as to have these beauties, the open chestnut burrs, to look at; so we used what we did have, the hazel and hickory nut shucks and acorn cups. You would scarcely believe unless you have tried it, how beautiful these were fastened among the autumn leaves.

For our calendar on the board we kept the sprays of golden-rod

as being quite as appropriate to October as September and added to them a branch of autumn leaves and on it a squirrel sitting, eating a nut.

In November the decorations were chosen appropriate to the Thanksgiving season. Our calendar was decorated with colored drawings of fruits and vegetables. For the walls we made a decoration of different colored corn. We got all the bright red, yellow, and striped corn that we could. I soaked the kernels and the children strung them on twine. We used needles large enough to hold twine and by pushing them through the soft pointed end of the kernel after it had been soaked several hours it was not at all hard work. This work of stringing the corn was done during October so as to have it ready for November. We would take a half hour Friday afternoon and now and then a division of the school would stay a half hour after school to do it. They were always delighted to stay. These strings of corn we looped about the room, fastening them here and there to the molding at the top of the blackboard with a tack. Then during September and October the children and I had gotten together as many seed catalogues as we could and from them we cut the colored pictures of fruits and vegetables and also from tin cans we cut the colored picture from the wrapper.

Of these pictures we made a border, fastening them to the paper as we had fastened the autumn leaves. We trimmed our pictures with the strings of corn, and bunches of wheat and oats in the head. The decorations for December were strings of popped corn and bunches of evergreen. Our calendar was decorated with a Christmas tree and Santa Claus drawn with colored chalk.

In January a boy with a sled stood looking up at a great snowy hill and on the side of the hill was our January calendar.

About the room I fastened small branches of trees. Along these branches I put white cotton batting sprinkled with diamond dust, to represent snow-laden boughs. In one of the broad window sills we made an Eskimo hut of cotton batting. Beside it an Eskimo doll was standing by his sled. The sled was drawn by Eskimo dogs. The doll and dogs can be bought at almost any toy store in the city. In February we blossomed out in red, white, and blue. I had the children make paper chains of red, white, and blue for our festoons about the room and pictures. These were looped up with tiny flags and larger flags were used about the room.

Patriotism rose to a high pitch that month in that red, white, and blue room.

In March we used the rainbow colors, using paper chains made of these colors for our festoons. Our border we made of different designs made of the paper folding work.

In April we kept our March decorations and added to them, from the supply that nature began to furnish again, branches of pussy willows.

In May we had what we called visitors' day, when the parents were given a special invitation to visit us and see the work the children had been doing during the year; so we made this display of their work our decorations for the month. We had the work in clay-modeling, water colors, paper folding, etc., which we had saved during the year for this particular occasion, out about the room.

With this month our school year ended. If, when you read the heading of this article, you thought it was going to contain suggestions as to what pictures, busts, and other expensive things would be appropriate to decorate a primary school-room, you see you were mistaken, for though these things are very desirable we could not have them. We only used, in nearly every instance the cheap but beautiful things, provided so bountifully by nature and which the children could help in preparing and we were repaid in our efforts, by having every one who came into our room for the first time exclaim, What a pretty school-room!



In the old world the aesthetic sense is constantly stimulated by what is offered on every side, while in our own land, where Art is to have her future throne, at present we have barely made a beginning. — *Walter Gilman Page.*

Letters.

The Reverse of the Shield.

A young woman in Massachusetts once upon a time determined to have an education. Her parents were dead, and her circumstances were so poor that they could not be any poorer, but she worked her way through the high school by helping an aunt who kept boarders, studying nights and working days; and then she worked her way through college, teaching evening school, tutoring, waiting on table in vacation, and turning her hand to anything that was honest.

At twenty-two she was graduated with honors and she joined a teachers' agency, hoping for a school in the fall. The manager of the agency said to her, "I can get you a school, but I wish you were a normal graduate. You see with all your education you don't know how to teach, and your chances of success would be just doubled if you possessed the technical training you need."

The young woman saw the force of the statement, and with a sigh she took up the burden of living on nothing a year again, and entered a state normal school. For two years she worked with all her might, and then, with the recommendation of ten years' preparation, at the age of twenty-four, she went back to the agency to look for a position.

She was not exactly snapped up because there were a great many others just like her looking for places, but she got a position in a grammar school in a small city at \$450 a year. She had to pay the agency out of her salary, and she had to pay \$6 a week board and 50 cents for her washing. That left her about \$150 for dress, incidentals, and support during vacation; and she saw plainly that she must use very strict economy to get through. Luckily she had no sickness, but the expenses seemed to pile up nevertheless.

At the first teachers' meeting the superintendent remarked that "no true teacher would try to get along without at least one educational paper." Miss New England Conscience therefore subscribed for two good papers and paid for them before January. Five dollars gone from the precious \$150! Then a new book on methods came out, and the principals urged every teacher to buy one. Miss Conscience bought one and the rest of the teachers borrowed it! Two dollars more gone! The superintendent wanted Ling gymnastics introduced into the schools, but the city was too poor to pay out any money, and so he engaged a teacher to come out and give instruction to such of the teachers as desired to receive it at \$5 each. At the same time the principals expatiated in glowing terms on the benefits to be derived from the Swedish importation, and Miss Conscience decided that it was her duty to expend another \$5.

The county convention chanced to be held that year in a town on the opposite side of the county and the expenses of the day, including dinner, were \$2.

It was the custom in the building where our heroine taught to have a Christmas tree, with bags of candy, candles, oranges, and such small matters, at the end of the December term. With the most rigid economy this celebration cost her \$4.

Elementary science was being taught as an experiment that year, and two or three times the teacher had to invest in clams, oysters, a lobster, etc., for purposes of teaching. One more dollar; \$19 out of \$150 leaves \$131 for dress and ten weeks' board in vacation. Miss Conscience dressed shabbily and waited on table another summer.

The next year Miss Conscience "bettered herself;" she obtained a position in a city grammar school at a salary of \$550. She was not by any means an extraordinary teacher, in spite of most zealous and faithful effort. She had had so little to do with children during the ten years of her high school, college, and normal

school life that she could not easily deal with them. Theoretically and pedagogically she knew that things which were plain to her were not equally plain to them, and night after night, as she planned her lessons she resolved to go down to their level, and yet, day after day, when she taught her class she found herself ceaselessly trying to drag them up to hers.

She improved, of course; experience taught her many things, and experience added to such training as she had received means vastly more than the experience which an untrained mind gains.

For her fourth year's teaching Miss Conscience received \$600 in a high school.

That year she began to save money for a year of study in Europe, for high school principals everywhere told her that she should specialize, and that with her Latin and her Greek she would make a very good teacher of languages if she only possessed a better speaking knowledge of French and German.

After three more years of teaching in high schools at salaries of \$650, \$700, and \$750 she went abroad for a year; lived poorly and studied hard, and came back to take a place as teacher of languages at \$700!

That was last year; this year she is getting \$800. She is thirty-four now, with an excellent reputation as a teacher and a prospect of some time getting into one of the large city high schools where the salary will be ultimately something over \$1,200, perhaps two or three hundred more.

Improbable? My dear sir and madame, like Thomas Gradgrind and Mr. Bounderby, I deal with facts, facts, facts.

Fifteen college graduates (women) in the city of Boston, the other day, applied for a position worth \$450 a year, and many of them were willing to accept less. All claimed experience in teaching.

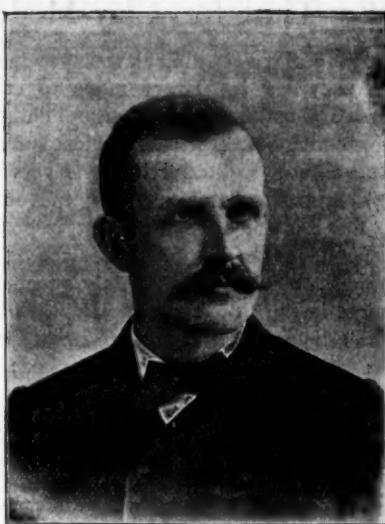
No doubt college graduates as teachers are preferable, but until Massachusetts and her sister commonwealths can offer more than a thousand dollars a year (and it is doubtful if the average salary paid to women college graduates would reach so high) to women who have spent ten years in preparation, and eight more in gaining experience, neither she nor they may say that none but college graduates can teach in their schools.

The happiness and dignity of the teachers may be "intimately bound up" in this movement to require a college education of all teachers; but unless salaries are "scaled up" pretty rapidly in the next ten years, the writer fears that many schools will be teacherless when the new law goes into effect. Taking into consideration the cost of the requisite education, mercantile employments will pay far better, and the satisfaction and delight which come from imparting knowledge scientifically will never be sufficient to influence the rank and file to undertake eight years' costly preparation with a possible prospect of eight hundred dollars somewhere beyond the vanishing point of the future's perspective.

CYRIL NORFOLK.

Teachers' Home in Christiania.

We had heard of the home in Christiania established by the teachers for members of their own profession and hoped we might have an opportunity to visit it; so when we received an invitation to spend a morning with one of the inmates we were joyful indeed. It is a large two-story frame house very pleasantly situated; as we were conducted up the stairs we noticed each door had two cards and supposed from that, that two teachers roomed together but found instead that each door led to two apartments. Each member of the household has two rooms or else one very large one. Our hostess had two and the smaller one was as large as a good sized parlor in a flat. She furnished her own, as every one else did, and paid about \$12 a month. Plants were everywhere as in all Norwegian parlors and we were asked to notice particularly the flowers in the vase on the lunch table, as they were "home grown" so to speak, being from the garden belonging to the house. There were nasturtiums, vines and blossoms, most artistically arranged—Norwegian women of



PROF. EARL BARNES,
Leland Stanford (Jr.) University, California.
(See "Pedagogical Creed" on first page of this number.)

all classes seem to have a natural aptitude for producing artistic effects with the commonest kinds of flowers.

As soon as we were seated chocolate, which had been made in the kitchen, was brought up; but the dainty chocolate pot and delicate cups and saucers, and solid silver spoons were produced from the hostess' own private cupboard. The beautifully embroidered lunch cloth was also "home grown" although our hostess not only taught school but wrote for magazines and delivered speeches. A Norwegian woman's capacity for needle work seems unlimited. The housekeeper of the institution who had been a Chicago lady showed us over the house and after seeing the size of the rooms we were not surprised to hear there were only eight regular occupants. Many come in for their meals, which because of the peculiar regulations of the school time are served at all hours of the day. They teach a certain number of hours a week and get them in as best they can. My mind wasn't equal to the problem as to how they did it. The "mealers" pay 1 kroner (28 cents) a day for their board. We intimated that our opinion of food at that rate was not very high, when we were promptly invited to remain for dinner which we did. There was a teachers' institute in session so we saw a variety of the Norwegian teachers. They have a more matronly look than our American teachers and there was not one young girl among the number, to brighten them up. We accounted for this on the supposition that the young ones were wasting their substance in riotous living at the Grand and other hotels, while the older ones were putting by something for the rainy day which didn't seem as far off as it once had. We had been young ourselves once and knew how it was.

The table linen was beautifully done up as only a mangle can do it and everything shone. We had a delicious stew of veal, cooked with cauliflower and carrots and all sorts of odd seasonings, and boiled potatoes. The dessert was a white pudding with cherry juice sauce. Everything was well cooked and first-class quality, although there was no variety. We visited the garden which I had imagined to be a large affair and found it much smaller than any of our back yards; but it was portioned out and each teacher had her own little supply of flowers to draw from to ornament her room. In one corner was a stunted tree under which was a table and bench upon which the afternoon coffee which forms such an important and pleasant part of a Norwegian woman's life, is served in pleasant weather.

I sighed when I thought of the hall bed-room which is the home of so many of our teachers; but after all I think none of us would care to live in a place devoted exclusively to teachers. We would be too apt to talk shop. It is the intention of the founders of the home to make it a refuge for worn-out teachers, and a home where they can live without any expense if sick, while still in service. It is not yet self-supporting but is kept going by entertainments and benefits and things of that sort. It is very dear to the hearts of the founders and has an immense number on the list waiting for a vacancy in the rooms.

MARY E. FITZGERALD.

The Tempest in Detroit.

DETROIT, MICH.—There is war in the educational camp. The combatants are the Detroit educational union, and the superintendent of schools, backed by the school board.

The beginning of the trouble, so say the ladies of the union, was the jealousy on the part of the official administration of the strength of the union. The school officials say that the women break up the time of the teachers and disturb the work by their visits to the schools, and that they have a tendency to dictate methods of school work. But the "head and front" of their offending is an alleged conspiracy to dictate who shall be school superintendent next June.

The educational union has depended on the co-operation of the teachers to perfect their organization in the different schools.

The teachers soon began to feel that the union movement was not approved at headquarters. Miss Mathilde Coffin asked Supt. Robinson to give positive directions to the principals that they should help the women, but this he declined to do. Miss Coffin then sent a communication to the teachers' committee of the school board saying that she had received no special instructions for work, and asking that her duties be defined. After considering the matter the committee issued instructions to Supt. Robinson, who sent letters to Miss Coffin and two other ladies, defining their respective duties in such a way as to indicate that the work of the educational union was not included in them.

Some of the school inspectors say that they have no dislike for the formation of leagues; in fact they have addressed the league meetings. The only point which can be construed as opposition on their part to the league work, is that they have told the principals not to sacrifice their regular work to the new movement. One cause of the trouble is that the women believe in giving public school news to newspapers, while Supt. Robinson and the school board believe in keeping school affairs from the newspapers as much as possible.

In view of the hostile feeling toward the union members, they decided to sacrifice the central union for the purpose of saving the individual leagues.

December 17 Miss Coffin sent her resignation to the union and on the same day announced herself as a candidate for Supt. Robinson's position. Her friends in the union thought her action too hasty, but they were ready to meet the results which might arise from it.

The next move in the enemy's camp was a meeting of the teachers' committee of the school board to consider the subject of relieving Miss Coffin from her duties as assistant superintendent.

In order that no complaints might be made that Miss Coffin had been condemned without a chance to defend herself, she was asked to be present. She presented her case, relating at length her experiences in the department and the result of her work. Special attention was given to the points of her work wherein she and the superintendent differed in policy. One of these points was regarding the relation between schools and parents. Miss Coffin believes in allowing organizations like the Educational Union to have an independent oversight of the schools, while Supt. Robinson thinks they should be kept under control of the department through the principals. Another conflict of policy had been in regard to giving out school news to the papers. Miss Coffin said that the superintendent had reprimanded her for giving out news to the papers.

At the regular meeting of the school board the same evening of the report recommending Miss Coffin's dismissal was read. It was signed by all four members of the committee. Eleven out of the twelve inspectors voted for the adoption of the report. Dr. Ellis, who cast the only negative vote, said it was because no reason for Miss Coffin's dismissal was given in the report.

The school officials say that action was taken because of the feeling that the matter had reached a point where interference was necessary to maintain school discipline, as the conflict between the union and the school officials had unsettled the school principals throughout the city.

Miss Coffin says that if the board drops her from the rolls she will bring before the public a full statement of the work done by Supt. Robinson and herself since she came to Detroit. Although she has not said so, it is probable that she will contest the right of the board to withdraw her salary before her contract expires.

Meantime, although the educational union have sacrificed their central union, the individual leagues expect to "fight it out on this line" and see whether or not they are entitled to take an interest in school matters.

A Royal Present.

The Maharajah of Jeypore, India, has presented to the West Chester State normal school six large portfolios of artistic photolithographic reproductions of the beauties of the architecture of his famous old Indian capital. The collection embraces several hundred beautiful views, which are greatly appreciated and will be of great value to the art department of the normal school.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING JANUARY 9, 1897.

How many of the 400,000 engaged in teaching the children of this country possess life diplomas that are recognized by boards of education everywhere as certificates of professional fitness? A physician after having secured a license can go wherever he likes without having to go through a new examination every time he changes his residence. It is high time that a beginning is made in working for the enactment of laws that will give us national professional life diplomas that are in every respect worth as much as those given to qualified medical practitioners. It can be done and must be done, without further loss of time. Let the Department of Superintendence of the N. E. A., at its Indianapolis meeting next month, give careful consideration to this matter, so that a definite plan may be submitted to the N. E. A. in July. THE SCHOOL JOURNAL presented the outline of a feasible plan last week. Let us hear from those who can propose something still better. Keep the ball a-rolling till we have established a definite standard of professional fitness, and can guarantee a life certificate of national value to everyone who comes up to this standard! Stop the phrasemongering about the dignity of the teacher's office for awhile. There is no dignity worth bragging about as long as every school board can shrug its shoulders at an educator's standing and previous work and experience, and examine him in spelling, penmanship, and other subjects, and employ other methods equally absurd to find out whether he can really teach. A fig for this sort of dignity! Come to the point.

The most skilful teacher is he who has a definite aim in all he does, and employs the interests and activities of his pupils in the best way possible to the attainment of this aim.

It is not absolutely necessary, nor would it be possible, that the teacher should see every piece of work done by his pupils; it is sufficient for him to gain a fair idea of the grade of work of every pupil and to assist each one in the best, and that is also the most economical way to grow daily stronger in the subjects taught him.

A prominent supervisor of physical training informs the editor that a report in THE SCHOOL JOURNAL of some of her ideas concerning the problems connected with her work, has brought her an invitation to deliver an address at the Milwaukee meeting of the N. B. A. This may serve as an answer to the many inquiries received of late as to how to manage to secure a place on the program of that association. If you have good ideas to offer, do not hide them under a bushel, but come out with them, make them known through a medium which reaches all progressive educators in the Union. Managers of educational associations depend upon the educational papers to keep them informed concerning people who have something to say that is worth knowing.

Have We Time for Clay-Modeling?

Many people find it very difficult to appreciate a good thing when they see it. Every move to enrich the school course and make the life of school children happier and productive of better results must suffer the attacks of these short-sighted critics. Every form of manual training had to fight its way by inches into the curricula. Nor has the opposition lost in persistence, though the evidences of its foolishness are daily growing in strength and numbers. Only recently again there appeared in the New York *Herald* this letter by one who hides behind the *nom de plume* of Charles H. Marshall, in which clay modeling is attacked:

"I desire to call the attention of the board of health to the vile, pest-breeding stuff our children are compelled to handle (the teachers don't do it) during the time criminally wasted in 'clay-modeling.' That the 'models' are to be brought by the children—that 'each child must have one on his desk'—that no questions are asked as to how the model came into possession of the child, are points demanding serious thought in the home.

"The clay modeling of our schools is an offence to common sense, notwithstanding its 'psychological value,' its development of 'percept,' 'concept,' and all the rest of the scientific twaddle; the fact remains that poor men's children leave our public schools unable to write a presentable application for work, unable to add a column of figures correctly, unable to spell, except by the phonetic method.

"What with the shop work, the German, the music, the mechanical drawing, the free hand drawing, the graphic solutions, the gymnastics (gone mad), and last and worst the clay modeling, there is no time for such plebeian subjects as spelling, writing, and arithmetic.

"To come back to the clay—the begrimed, ill-smelling stuff that does duty over and over again till it is used up is a standing menace to the public health, Dr. Haney to the contrary notwithstanding."

The talk about "pest-breeding stuff," the hidden suggestion that the models might have been stolen, and all the rest of the puerile twaddle is, to use a plain Anglo-Saxon term, rot. The only objection deserving of any serious attention is the objection that clay-modeling consumes time and that, in consequence, "such plebeian subjects as spelling, writing, and arithmetic" are suffering.

"Marshall" could render a great service to education if he would furnish incontestable proof that in all the schools in which clay-modeling is taught, the children are poorer spellers, poorer writers, and poorer calculators than in the schools which confine themselves strictly to the traditional studies. Dr. Rice's plan of testing results is recommended to him as a model for collecting the necessary data. The trouble with the anti-clay-modeling Saulus is that he fights with an argument whose validity he is unable to prove. The same charge of course could be raised against most of the advocates of clay-modeling, but they have the advantage that they can produce some educational results not to be found in the schools of their opponents and can invite a debate on the comparative value of the sum total of results; and "what will poor Robin do then?" * * * * He will hide his head under his wing, Poor thing!"

The "Pedagogical Creed" of Prof. John Dewey, of the University of Chicago, will appear in THE SCHOOL JOURNAL next week. A report of discussions on the teaching of chemistry (Prof. Ira Remsen and others) at the Philadelphia meeting of the association of Colleges and Preparatory Schools of the Middle States and Maryland, will also be given in that number.

Copies of the Times.

Premier Canovas, of Spain, has formulated a new constitution for Cuba and Porto Rico which he says will be carried into effect at once in the latter island and in Cuba as soon as the western provinces are pacified. Good judges consider his so-called "reforms" a sham, and there is very little likelihood of their being accepted by the insurgents. The Spanish government is to appoint half of the local representatives and the other half are to be elected in such a way as to be under Spanish influence. Under such a constitution Spanish exactions and outrages would go on about the same as before.

The czar is pursuing a more liberal policy toward Poland than has hitherto prevailed. A St. Petersburg paper that has favored severe measures, now advocates conciliation. A large degree of toleration is accorded Roman Catholics in Poland. The refusal of the czar to send riotous university students to Siberia, as called for in Moscow, shows that there are better times ahead for Russia.

From Spanish sources come reports of a victory over the insurgents in the Philippine islands. Gen. Rios says that after several hours' fighting the rebels were driven from their position leaving 1200 dead on the field. Japan appears more and more disposed to take a hand in the affair. The mikado declares that in case of outrages against Japanese he would interfere.

The death of Cardinal San Felice occurred on Jan. 3, at Rome. He was born in 1834 and became a cardinal in 1884. The Neapolitans idolized him, on account of his good work during the ravages of the cholera in Naples. He went about fearlessly among the dying and dead, working night and day. In order to help the poor, he exhausted his private fortune and sold his jeweled crozier. Cardinal San Felice was looked upon as a strong candidate for the Papal succession.

The results of the late elections in France are such as greatly to encourage the friends of republican government. The moderate Republicans gained several senatorial seats from the Conservatives, while the radicals were utterly routed.

A sheep war exists in the West on account of the determination of the herdsmen of Wyoming and Utah to pasture their flocks in the rich grazing lands of Western Colorado. The men of the latter state have made preparations to resist this inroad on their pastures, and serious trouble may result.

U. S. Consul Muth sends a description of a farm in Mecklenburg which is worked mainly by electric power. A turbine drives a dynamo, which lights the barn yards, and dwelling, and furnishes a current of low tension to work pumps, run straw cutter, lathe, grindstone and large handsaw, and threshing machine. One machinist attends to the entire plant, which has considerably reduced the expenses of the farm.

The commission, consisting of representatives of the United States, Colombia, Ecuador, Peru, Venezuela, and Paraguay, appointed in 1890 to select a route for a railway line connecting the United States with the republics of Central and South America is about ready to make its final report. This report will say that the line is practicable and that the countries through which it will pass show much interest. The United States are connected with the Mexican system on the Texas frontier. The railway line in Mexico extends to the Guatemalan frontier, where the commission commenced its survey work. The proposed line runs along the Pacific coast through Guatemala, Salvador, Honduras, Nicaragua, Costa Rica, Colombia, Ecuador, Peru, and Chile, whence it converges to the east. About 4,500 miles of railway will have to be built, reaching from the Mexican frontier to Lake Titicaca in Peru.

The impurities in the blood which cause scrofulous eruptions are thoroughly eradicated by Hood's Sarsaparilla.

A World-Wide Fellowship.

Dr. John Watson (Ian Maclaren) is stirring people's minds and hearts in many ways. Not only his stories, but his discussions of religious subjects are exercising an extraordinary influence. In one of his volumes entitled "The Mind of the Master" he suggests a "Life Creed" as a means of emphasizing the ethical and practical side of Christianity. It reads as follows :

I believe in the Fatherhood of God. I believe in the words of Jesus. I believe in the clean heart. I believe in the service of love. I believe in the unworldly life. I believe in the Beatitudes. I promise to trust God and follow Christ; to forgive my enemies, and to seek after the righteousness of God.

The secretary of the Brotherhood of Christian Unity, Mr. Theodore F. Seward, sent copies of this Life Creed to a number of eminent Americans asking their opinion as to the desirability of bringing this formula to the attention of the public. While some opposed it, there was such a strong voice in its favor that Mr. Seward presented to Dr. Watson in behalf of the Brotherhood, just as he was leaving the country, the following address to Ian Maclaren, and through him to the English-speaking peoples of the world :

REV. JOHN WATSON, D. D., *Dear Sir :*

The greatest need of the world is a league of moral and spiritual forces in combat with evil and unspiritual forces. By the touch of your genius, and the qualities of your mind and heart, you are doing a work of unspeakable value in awakening and uniting the deepest sympathies of our common human nature. To this great blessing you have added another by formulating a Creed of Christian Life, which embodies the spirit and essence of Christ's teachings. The change of emphasis from doctrine to life expresses a demand of the age, and will give a new spirit and form to Christian civilization. We accept your life creed, not as a substitute for the historic creeds, but as an interpretation of them.

In gratitude for your inspiring influence, and with a desire to extend it as widely as possible, we, citizens of the United States, send, through you, a greeting to England and to the English-speaking peoples of the world. We ask you to tell our brethren across the sea—across all seas—that we are striving to banish our unworthy and unchristian prejudices, and to cultivate a spirit of love and fellowship, which we trust can never again be shaken or disturbed. For this a symbol is needed. What can better serve the purpose than the Creed of Christian Life, into which you have condensed and crystallized the teaching of the Divine Saviour of the world? May it be the means of showing to other nations the desire and purpose of all who speak the language of Shakespeare, to stand heart to heart and shoulder to shoulder against every form of evil, and in favor of every effort to promote the solidarity of the human race.

This address was accompanied by a large list of names. Others are being daily received to be forwarded to him. Readers of this paper who may wish to join in this "call to universal fellowship" are invited to send their names with address to Brotherhood of Christian Unity, Care of the Church Union, 18 Wall street, New York.

More Teachers Needed in New York City.

There is a dearth of teachers in this city, and Supt. Jasper could set one hundred and fifty at work at once if he could get them. Eight or nine hundred promotions were made necessary at the beginning of the new year, by resignations, expiration of the probationary period of new teachers, and the opening of the 119th street school.

Supt. Jasper has more than enough applications, but the right people do not apply. Out of 107 applicants at a recent examination, about thirty passed. While applicants think the standard high, Supt. Jasper and the board of education think it low.

Within the last few days eight or nine hundred promotions have been made, but the changes will scarcely be noticed by the pupils. About eighty transfers have been made, but these do not take effect until February, when the school term closes. 105 new teachers have been appointed; 60 to fill vacancies, and 45 for the 119th street school.

Some of the transfers were made at the request of teachers, the opportunity having been given them to present their claims. Only in two or three cases were transfers made involving a decrease of salary without the consent of the teacher, and then the committee considered the reduction for the good of the service. All but five or six transfers mean an increase of salary.

The transfers caused the promotions, for when a teacher, for instance, an assistant principal, was transferred, each teacher below in rank was promoted, and a new one put at the foot. The salary list is the same in such schools.

A teacher must teach sixty days at \$1.20 a day before getting on the eligible list at \$408 a year. At the close of the first year the salary is \$504.

Educational Associations.

National Educational Association.

Milwaukee Getting Ready.

Preparations for the meeting of the N. E. A. at Milwaukee next summer are well under way. The local committee has chosen the following officers: President, Albert J. Lindemann; Secretary, Wm. Geo. Bruce; Treasurer, S. Y. Gillan; Chairman of Executive Committee, L. D. Harvey.

The bulk of the work will naturally fall on the secretary; Mr. Bruce has been chosen to fill this important position. He is editor of the *School Board Journal*, and has earned a reputation as an organizer. He can be depended upon to leave no stone unturned to make the preparations for the convention a complete success.

The general committee will be assisted by various other committees, of which the following are the chairmen: Committee on Finance, H. B. Wilkins; Committee on Hotels and Accommodations, John Diederichsen; Committee on Hall and Places of Meeting, O. T. Renning; Committee on Transportation and Excursions, L. L. Caufy; Committee on Press, S. Y. Gillan; Committee on Reception, Arthur Burch; Committee on Printing and Badges, Robert C. Spencer; Committee on Music, F. W. Sivyer; Committee on Decoration, W. D. Kimball; Committee on Rules, W. J. Turner.

The Hotel Pfister has been selected as the executive headquarters of the association.

State Division of the N. E. A.

In a special bulletin issued by the N. E. A., signed by Pres. Charles R. Skinner and Secretary Irwin Shepard, the active members of the association are invited to consider such questions as are suggested below, or any other questions that may seem profitable to the same end:

1. What steps can be taken for organizing the different states so as to secure a large attendance at the next meeting of the N. E. A. at Milwaukee?
2. Should the association increase the number of its departments as educational interests apply for recognition?
3. Is the present policy of appointing state managers wise? If not, how should they be appointed?
4. Should the policy of the association be to hold its annual meetings in places most central to its membership (as Buffalo, Milwaukee, etc.), or at more distant excursion points (as Denver, Asbury Park, San Francisco)?
5. The value of national meetings in awakening educational interest in different sections of the country.
6. In what way can the active members contribute most to the attendance at the annual meetings, and to the extension of the active membership list?
7. Should the National Educational Association take the initiative in a movement looking to the creation of a national department of education with a representative in the president's cabinet?
8. In what way can the funds of the association be invested to best serve the cause of education?
9. Should the association continue and extend the policy of appropriating money to committees for original investigation, as in case of Committee of Ten—Committee of Fifteen—Committee of Twelve on Rural Schools?
10. In what way can the National Association be brought into organic connection and closer sympathy with state educational associations?
11. Can a plan be devised by which the active members of each state may select the respective members of the Nominating Committee and of the Directory?
12. For the protection of members of the association, should admittance to general meetings be only upon presentation of membership badge?

It is suggested that the members of the N. E. A. should hold round table conferences in their respective states for the discussion of topics of this kind. Reports of these meetings are to be sent to the secretary of the N. E. A. who will transmit to the board of directors or to the executive committee any recommendations or suggestions that may be received. In the absence of any number from the state meetings of the active members, the executive committee would like to get individual opinions on the questions printed above.

Michigan State Teachers' Association.

The forty-sixth annual meeting of the Michigan State Teachers' Association was held at Lansing, Dec. 28, 29, and 30. The attendance was very large, the program good, and the evening lectures fine.

After the usual opening exercises Prof. Charles O. Hoyt, of the Ypsilanti normal school, the president of the association, gave his annual address on the subject, "Sociology and Child Study?" He said in part:

SOCIOLOGY AND CHILD STUDY.

The educator is met by two serious problems, and his pedagogical creed, whatever it may be, may be said to have two supports. There are two vital elements entering into his plans, methods, and theories. On the one hand the affairs of society, with all its intricate problems engage his attention, while on the other hand he is intimately associated with and directly interested in the child. These two great forces, President Hoyt declared, are attracting the interest and engaging the attention of the earnest, observing and thinking teacher of to-day, and upon the solution of the grave questions growing out of them depends the character of our future pedagogy. In the opinion of the speaker, by the application of a proper stimulus to the quickly responsive life, society may transform and cause to bring into activity, forces that will give back to it giant intellects and controlling energies, while through an improper stimulation of nerve organs there enters, with a force that is irresistible in its onward march, an element demagogic in character and disloyal to all that is good or true or beautiful.

Sociology and child study were declared to be inter-dependent. The latter imposes on the educator the duty of addressing himself to its consideration with the same intensity of thought with which he has applied his energies to the apparently greater problems of social life. In this way the school is made, for the child and teacher, the great social institution in which they, for the time, are to live. Growing out of the ability to wisely determine the mental type of each child, was said to come an application of principle leading to a greater and more perfect individualism in all teaching.

"Two exceedingly important elements enter into the development of character—early social environment and hereditary endowment," said President Hoyt. "If the teacher would make one practical application of results already reached she must go back of the school. She must go into the home and from that as a starting point continue her study. From a careful study of the opinions of our best educational writers, I am firmly of the opinion that the first and great duty of every teacher is to diagnose the personality of every child placed in her charge. Let there be made a careful investigation of the mental, moral, and physical conditions of each little one. * * * There are thousands of children who are condemned as hopelessly dull, who are partially deaf or blind. There are thousands of others to whom the brain power necessary for attention is not given, among whom are many whose motor nerve centers are decidedly out of order. Many other children are suffering from incipient diseases, and are nagged and worried because they cannot possibly do the work given them. The teacher does not understand the impossibility. The seeds of a grave disease are in many children. They should be anywhere but in the school-room. Some need special physical training. Others need manual training for a time at least. It seems that teachers are ready to undertake the solution of these problems, but they will need help, and standing ready to lend needed assistance are physicians, specialists, and even the parents themselves."

The opinion was expressed that the greatest good to the schools and the children that has been accomplished the past year has been through the influence of the meetings of mothers and teachers. In Detroit thirty-seven societies, representing more than 4,000 mothers, have been organized in the public

schools, and the movement has spread to many other cities, proving far-reaching in its influence.

In conclusion President Hoyt said that "society demands a better education and the honest, faithful teachers of America, working to solve these great problems of human progress, are willing to sink themselves into a study whose outcome is to benefit humanity and the world. They work not for present reward nor for results that will daze the world, but they hope to leave behind them a voice that in the distance, far away, will awaken the slumbering ages."

RURAL SCHOOLS.

Tuesday morning adjournment was taken to the First Baptist church, Representative Hall having proved inadequate for the crowd. The subject for the morning was "Rural Schools."

The principal discussion was brought out by the paper of R. D. Bailey, of Gaylord on "The Remedy for the Weakness of the Small Rural School." Commissioner Bailey thought that one of the principal weaknesses was the lack of nerve on the part of county commissioners in the matter of granting certificates to teachers. In his opinion greater thoroughness in this regard would be beneficial. He suggested several changes in the statutes on this subject.

Superintendent of Public Instruction Pattengill advocated a change to the township unit system of school government as a potent remedy, and in this view he was quite generally supported by the teachers, there being very few present who do not favor the plan. Supt. Pattengill believes that the teachers are farther advanced in this matter than the patrons and thought missionary work should be done along this line. He is opposed to any legislation looking to a change in the present manner of distributing primary school money. In this he was opposed by Prof. B. A. Hinsdale, of the university, who, however, is a firm believer in the township unit system, saying that the entire problem rests in the concentration of scholars, and pointing out the folly of maintaining a district school for the accommodation of a handful of pupils, when several times as many could be far better instructed and at no greater expense if brought together at some central point. Prof. Hinsdale strongly urged the central school idea, and maintained that its adoption would go far toward solving the good roads problem, as the necessity of transporting the children to the central buildings would bring the good roads. He took grounds against the present system of distributing money on the basis of the number of children of school age, because it costs as much to maintain a school with twenty as with forty scholars. He favored a change that would throw the bulk of the burden on the cities, whereas it is now on the rural districts, his idea being to make the centralization of wealth stand the burden.

Miss Anna A. Schryer, of Ypsilanti, read a paper on "Nature Study in the Rural Schools," making a strong plea for science teaching.

CHILD STUDY ROUND TABLE.

Following the president's address came a Child Study Round Table conducted by Supt. W. J. McKone, of Mason. In opening, Mr. McKone said among other things :

"The pendulum is frequently made use of by writers and speakers, as a figure in describing various educational movements, and it is a fact that we have, in many instances, swung from one extreme of view and practice to the opposite one. While the figure is, therefore, not altogether an apt one, it lacks in certain essential qualities. Movements in educational matters are not isochronous. Some are so slow, retarded, and protracted, that they are better spoken of as growths or developments, while others are so rapid, incisive, or radical, that they are more fitly described as revolutions. Within all our memories, psychology, when studied at all by teachers, was speculative and theoretical. It was not supposed to have any connection with, or relation to, life or living things, or the present, was not for teachers, but for philosophers. The pendulum began to vibrate, books were placed in teachers' reading circles, questions issued for examinations from the state departments, and institute workers began to talk upon perception, conception, presentative and representative powers, the sensibilities and will. Teachers then studied what

their institute teachers were supposed to understand, but did not. They were then told to study not psychology but the child. Literal thousands of conscientious teachers welcomed the glad dawn of an era of rational psychology and hundreds and thousands are to-day getting broader and more intelligent conceptions of teaching. It is not the greatest movement of the century. It is simply a part of all progress and makes many hoped for things possible. Many things are being done and said under the name of child study, unworthy of the name and calculated to bring reproach upon the movement, but the same may be said for any other movement."

The discussion upon "The Aim of Child Study and the Field Covered," was opened by Supt. Laird, of this city, who talked of it from a physical standpoint. "The theme of child study is not a new one," said Supt. Laird, "but old as any work of character building, known to us. It has simply recently received an impetus and is being done more systematically, making teaching a more worthy vocation. The aim of child study is to have a better knowledge of the material upon which we work, a more accurate idea of the child whom we are to instruct and train, physically, mentally, and morally. In a physical way child study has resulted in closer attention to light and air in the school-room. In many cases, the eyes and ears of children have been examined and those heretofore put down as stupid have been found deaf and in no condition to receive clear instructions from the teachers. Better and more humane conditions are now found in our work. Although the teacher is obliged to teach en masse, child study instructs her to individualize in her work."

He stated that when a child enters school at the age of five or six years, the teacher should be able to diagnose his case or character and understand his strong and his weak characteristics. He recommended the kindergarten as most useful instruction for the cure of abnormal self-consciousness or not using the faculties for outward observations. In a moral way it has done much to determine the standards of truth, justice, and motive in a child. Teachers must have ability, knowledge, and determination to apply the scheme and much shall be done for the child in years to come.

Supt. of Public Instruction Pattengill declared that in his idea child study took the place of boarding around in "ye olden times."

"What has been and What will be the Effect of Child Study on the Teacher?" was talked of by R. D. Briggs, of Howell, and several others, who made impromptu talks. The systematic study of children in this country began with four kindergartens established in Boston in 1879, since which time it has run the gauntlet of criticism until now it needs no apology for itself. Supt. Russell, of the state normal school, of Massachusetts, says that child study is primarily for the sake of teachers. It enables them to do better teaching, gives better government and insures more symmetrical development. The time should be when child study shall be a prerequisite for a teacher's license.

Misses Harriett Marsh, of Detroit, and Belle Waldo, of this city, recommended most strongly that the place and function of the mothers' club was in the school-room and that the hearty co-operation of the mother and teacher was the only way in which to study the character of the pupils, and that with the perfect support of the mothers, the best results would be possible for the teachers in their work. The widest scope of child study is the awakening of motherhood to her responsibility of her privileges.

"The present Status of Child Study—the whole Field," was discussed by O. L. Miller, of Charlotte, and Miss Nancy Gillespie, of Harbor Springs, who held that to judge a child one must have an excellent idea of human nature and keen sense of adaptability and that the result of excellence in child study would solve the great and unmanageable question of social reform. The remainder of the afternoon was devoted to the practical experiences of teachers who had pursued child study and which showed two-fold results for all the work which had been done.

THE BEAUTIFUL IN EDUCATION.

The Monday evening lecture was by Dr. Arnold Tompkins, of the Illinois university. Dr. Tompkins has been in the state to two institutes before and is a warm favorite. His lecture was

spiced with clever anecdotes and illustrations and was greatly enjoyed. His line of thought is indicated by the following concepts.

"The Beautiful as a Phase in Education," was the subject of his discourse, from which the following brief extract was made: "It gives me great pleasure to be again, for the third time, in touch with the annual meeting of the teachers of Michigan. Michigan teachers, with us, are at a premium, and that a teacher comes from your state is almost a sufficient recommendation. I choose the word phase discreetly and it is my purpose to illustrate what a mistake it is to divide our nature in education. The principle of education is inherently esthetic, and man learns to attain the good, to appreciate the beautiful. Education is all. Truth, beauty, and virtue are one and cannot be parted. You cannot think without involving the beautiful or virtuous. Discontent is the law of the universe and we are a seeking, surging world. The very nature of a thing is its striving to be another thing. This runs through the soul. We never found a soul who was content, and I hope we never may. The duality of human nature is the source of all movements in growth and character. The very school itself is the result of dual nature. Out of man's actual, and possibly potential nature, springs everything that pertains to human beings. Human life is a conscious tension between the unreal and real, and life is measured by the quality of that tension.

"The whole effort of man is to put off his feelings and the very idea that I feel the real in the ideal creates bondage, making me at constant war with myself. The human soul is filled with that sense of limitation, and there is always one limitation, the want of the infinite to be realized within the finite. Man's whole nature is towards self-realization, not self-preservation. Man grows first from having a sense of bondage, he removes the limitations and rises to a joy of higher liberty, which brings pleasure. The pleasure of school life is an index of its genuine quality. The process of new birth must accomplish education. Esthetic feeling is inherent in school work, and all proper school management must be accompanied by it. There is not on'y a subjective feeling but an objective attribute, and one cannot find himself in himself. We cannot help but feel a kindred life in things about us, as the child talks to its doll and sees a personality like its own in the inanimate thing. The infinite spirit in things, like the infinite spirit in ourselves, develops sympathy and community of spirit. Men must think or die. We live in and through it and cannot break the connection. The fundamental instinct in my soul life is the freedom of the infinite within the finite. Beautiful is a feeling of sympathy and the beauty of things depends upon the standard you take in observing it. When a thing is sufficient in itself, is possessed of the free manifestation of its own life and that feeling of fullness of life is realized you have the beautiful. The soul is in bondage, and when that is relieved it makes things beautiful. Our potential ideal natures are striving to manifest themselves, and you can find no poem or painting that does not lift some form of bondage off the human soul. Beauty is intrinsic, and never tacked on. Unity of life is another word for it. The concept of it shows the connecting link between this and school work. Concept is the creative energy of doing its work. Beauty is freedom of an inner life of a creative energy and beautiful things are inherent of creative energy. It is organic and must come as the manifestation of inner life. One cannot pronounce a thing beautiful unless it is like himself, unless there is a sympathy. Everything that is beautiful is not only the community of life but the difference. It is all a point of view. The tragedy of life is written in the Niagara falls. Everything is beautiful and there is nothing in the unity of education that has not its esthetic joy. The beautiful thing is an end in itself, and the art of living is to make everything beautiful. There is a way of doing everything, so that the doing is the reward for the act. The only way to solve the industrial question is to carry over by esthetic joy from the playroom into work.

"There is nothing in the school course that must not have its esthetic turn before it ends. Everything the mind touches may be made a type of spiritual life. The object of school work is to get an influx of the other life. Education is the influx of divine

life or that process by which the infinite life flows into the finite, finds and realizes itself. I am given the mental power to turn everything into something strange and beautiful and the senses with which I first met the world and was made to feel the sense of bondage, are also the senses which show me the esthetic side."

New York Grammar School Principals.

SYRACUSE, N.Y.—The fourth annual meeting of the State Associations of Grammar School Principals was held here Dec. 28, 29, 30, the president, W. H. Benedict, of Elmira, presiding. The question of consolidating the various branches of educational work in the state came up, but it was decided that a union of this kind would not serve the best interests of the respective departments.

Prin. C. E. Franklin, of Albany, spoke on the question, "What are the Pressing Needs of our Schools To-Day?"

DISREGARD FOR AUTHORITY.

Prin Wm. E. Bunten, of Kingston, in a paper on "The Growing Disregard for Authorities Among the Youth of the Present Day; Its Causes and Remedies," said, among other things, that while one no longer hears of the youths of the schools engaging in pugilistic encounters with the teachers, there is much disrespect in the pupil and he does not restrain from doing these things because of anyone's authority.

"The child's evening life has much to do with his training. The habit of tempting children to go to evening parties and socials is reprehensible. The modern society is responsible for much of the disagreeable growth of the child.

"The allowance given a child has much to do with his regard for authority. If a boy does not have sufficient money he will leave school and go to work. If he has too much money he will be inclined to think that the school has no attraction for him."

Mr. A. S. Downing said, "There is no growing of disrespect. It has always existed, but there are more people now and we notice it quicker. I do not believe you can entirely do away with corporal punishment. You can't until you have done away with the animal in the boy. The tendency has been to do away with corporal punishment. The board of education has hampered me by saying that I cannot whip or use corporal punishment at all. You may say that regard for authority is on the decline; but there is less of lawlessness in Syracuse to-day than there was twenty years ago."

EXTEMPORANEOUS TALKING.

Principal Waldon, of Rochester, offered as a topic for general discussion, "The Growing Demand for Instruction Tending to Prepare for Ready Extemporaneous Speaking." He asked why it was that boys of the present day were so deficient in this direction.

Prin. M. A. Root, of Buffalo, said that the question was one of most vital importance how to teach pupils to express themselves in an intelligent manner. In Buffalo, he said, the scholars held weekly talks at which the principal news of the day, foreign and local, was brought up and discussed in an able and interesting manner.

John D. Wilson, of Syracuse, recommended that pupils learn poems or writings of men of literary ability, in order to obtain fluency and a command of choice language.

GEOGRAPHY TEACHING AND OTHER TOPICS.

Prin. Miller, of Peekskill, read a paper on "How to Vitalize and Enrich the Study of Geography in School," which was discussed by Dr. Wm. J. Milne, of Albany, Dean McMurry, of the Buffalo School of Pedagogy, and others.

MORE INDIVIDUAL TEACHING.

Prin. Belle Smith Bruce, of Yonkers, read a paper on "Are the Present Demands of School too Great for the Nervous Force of the Average Teacher?" She thought the strain was too great, that the constant requirement of the pupils learning new things made great destruction of the brain cells, producing nervous exhaustion. This, she thought, could be obviated only by decreasing the number of pupils under each teacher.

"Why so Few Pupils Learn to Think," was treated by J. L. Townsend, of Rochester, who said that the child was not taught to think for himself, because all the studies which had formerly led to that end had been taken from the curriculum. Nothing had been substituted for mental arithmetic, for instance, and nothing could be found that would do the work as mental arithmetic would.

Robert McDonald, of Irvington, thought that not enough attention was paid to the needs of the individual pupil. All were given the same course, it mattered not whether the individuals were naturally adapted for something else. He thought that over-

crowding of school-rooms was one great evil to be remedied before the teacher could properly train the mind of each pupil.

A discussion on "The Place and Value of Nature Studies below the High School" was opened by Prin. Herbert J. Jones, of Binghamton, Prin. Georgiana M. Gardenier, of Oswego, spoke also on this subject.

Principals George E. Smith, of Buffalo, and B. M. Watson, of Syracuse, and State Truant Officer A. M. Wright, of Waterville, discussed the subject, "Does the Establishment of Truant Schools Lessen Truancy?"

CHILD STUDY ORGANIZATION.

Child Study was treated by Prof. M. V. O'Shea, of the Buffalo School of Pedagogy and G. E. Smith, also of Buffalo. Pres. W. H. Benedict appointed five directors,—M. V. O'Shea, C. F. Norton, G. E. Smith, Miss Florence N. Sweeney, and S. P. Moulthrop. These members will, in turn, appoint four other directors, who will direct the work of that department for the coming year.

The following officers were elected: President, C. F. Norton, Binghamton; first vice president, O. B. Kipp, Saratoga; second vice president, Mrs. G. M. Gardenier, Oswego; corresponding secretary, H. J. Jones, Binghamton; recording secretary, C. E. Franklin, Albany; executive committee B. M. Watson, of Syracuse; S. C. Moulthrop, of Rochester; Thomas M. Greevey, of Buffalo, and C. E. Lawton, of Auburn.

New Jersey.

TRENTON, N. J.—The forty-second annual meeting of the New Jersey State Teachers' Association met here during holiday week. After addresses by Mr. James L. Hays, president of the state board of education and Prin. J. M. Green, of the state normal school, Miss Maud G. Hopkins, of Drexel Institute, read a paper on

"PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS."

She said in part:

"The success of the teacher of physical education depends on the power of the teacher to analyze the movements and their effects on the body, so that she may know which are of value to the accomplishment of her object. Certain movements which are used may make a round shouldered child more round shouldered. Movements are not to be made for pleasure nor for show, but to aid the body. The test of a man's education is the quality of the work he can do, not the amount he can remember. President Eliot says the brain pervades the whole body and this leads up to the statement that manual education is mental education.

"The excuse for not having exercises in the schools has been that children have plenty of exercises in play hours outside, without considering whether the movements of the play hours are those which are needed."

Miss Hopkins would not have gymnastics take the place of play hours, but neither would she have play hours take the place of gymnastics. The children should not be warped and bent to a program at school, but the program should be fitted to the children.

"THE PUBLIC SCHOOL AS A SOCIAL FACTOR,"

was the subject discussed by President James MacAlister, of Drexel Institute. He believed that this country, in comparison with others, had slowly realized its work in education, little having been done before the day of Horace Mann, in 1837. In Philadelphia to day there are 15,000 children growing up without an education. There are thousands of children in Rhode Island who have no means of securing an education. Even in New Jersey, in the back parts, there are children who have not the privilege of attending school.

"We hear that the people are losing their faith in the public schools, but a different phase is put on this question, as it is learned that yearly the number of pupils who attend the school largely increases. Out of the fifteen millions of pupils going to school in this country all but one million attend the public schools.

"A nation may be judged by the provisions it makes for the education of its people. Russia, per capita, spends 15 cents; Switzerland, \$2.25; United States, \$1.50. In Massachusetts the cost of educating a pupil is eleven times the cost in South Carolina. Who says that Massachusetts pays too much? Many persons are asking to day if the system of the public school should not be extended to teach the pupils how to do some actual trade by which they might make their living.

"The public schools are maintained because they are promoting the highest and best interest of society. The better you make the education where 14,000,000 people are trained, the higher standard of citizenship can be exacted. The end of all education should be the harmonious training of all the powers of the human being, believing with Emerson that education should be as broad as man himself.

"The great trouble of the schools to day is chiefly in adjusting them to the new conditions of society, great scientific, social, and

political revolutions having occurred within only recent years. The teachers must take notice of these changes and seek in every way to bring the schools in harmony with the great evolutions."

The leading thought of the address by State Supt. Charles J. Baxter, on "The Social Status of the Teacher," was that the teacher's identity of interest with every parent should make him, next to the clergyman, the most loved, respected, and trusted one in the community.

Prof. Levi Seeley, of the state normal school, read a paper on the

"DOCTRINES OF HERBART."

He showed that Herbart's philosophy of education made moral-religious character the highest aim of education and contained a practical scheme for the realization of this object.

Dr. Seeley was listened to with respectful attention, but the general feeling was that he had shot over the heads of his audience.

Dr. M. G. Brumbaugh, of the University of Pennsylvania, who is a very popular speaker, discussed

"THE LANGUAGE PROBLEM."

He said that if he had the ordering of the schools of the world he would knock out about seventy per cent. of the studies in them, and he would double the time given to language before the pupil was of the age of eight. We have enriched the curriculum and impoverished the child.

TRAINING AND CERTIFICATION OF TEACHERS.

Dr. James M. Green in explaining the New Jersey System of Licensing Teachers said among other things:

"When our certifying system went into effect two serious conditions demanded consideration—one the lack of highly educated persons available in sufficient numbers to teach the schools, the other the lack of sufficient money to adequately pay such persons were they available. These two conditions still remain with us, and while they remain, lower grades of certificates must remain. These lower grades, however, should be, as they are, temporary in character and offering inducements to the holders to go higher, such inducements as freedom from examination in certain subjects, longer term of certificate, higher grade of position, etc., but the highest seal of the state, namely, "Life Certificate," should only be affixed to a document covering a full course of study.

"Nor should it be considered that this full course of study is necessary only to those who would teach in high schools. The person who would be a most skilful primary teacher needs as full a course of study as the one who would teach the high school. It must be borne in mind that education is not simply the imparting of knowledge, but is rather the training and developing of the faculties of the mind, and the mind of the primary pupil is the mind of the coming high school pupil. If this mind is properly trained the teacher is to take into account at the beginning all the powers that are to be exercised with greater force later; its powers of observation, which are to become its scientific bent; its powers of discrimination, its emotions, which are to become its moral turn of mind, etc. When the teacher gives the plant lesson, she must see the future botanist; when she gives the bird or insect lesson, she must see the future zoologist; when she gives the drawing lesson, she must see the future draftsman. How can she see the end from the beginning unless she herself has traveled all the way? Without this higher education all elementary work to her is but a piece of a machine of whose laws she knows nothing; how then shall she know how to temper or mold this part?

"The whole force of our reasoning tends to the conclusion that there should be but one permanent grade of license and that the highest in scholarship; that this grade of license should be uniform throughout the state, in city and country; that it should be high enough to meet the demands of any and all of the cities; and the highest grade of certificate issued in any city, conforming to this one standard, should become a state certificate. This might easily be accomplished by fulfilling the present law and making the state superintendent a member of all boards of examiners and securing uniformity.

"Again, all centers of population should issue but one grade of certificate, as soon as under this the supply will be equal to the demand. These conditions are now being met by Newark, Jersey City, and others of our largest cities, and there appears to be no reason why still other cities should not meet them.

"Furthermore, while lower grades are issued the standards should be uniform all over the state, and they should bear such limitations as to time and territory as be token the real estimate placed upon them by the commonwealth, namely, expedites until the time shall come when all shall be able to obtain the higher certificates and when the salaries paid the teachers shall be in dignified keeping with truly professional labor."

"OLD GREEK SCHOOLS AND THEIR LESSONS"

was the subject of a second address by Dr. Brumbaugh. He told his hearers that the Greek boy arose early, and was used to physical hardships. No parent or guardian ever visited a Greek

school, the penalty for such being death. The Greek teacher had exclusive control of the boy for seven years. The boy was not given arithmetic or geography, but the best literature of his age. In the afternoon the Greek boy was sent to the gymnasium. At the age of fourteen he had a good body, respect for his home, devotion to language, a love for his country's heroes and a love for his state. The boy had learned to be a man in these seven years, and then he took a course of two years to become a citizen. This course might be extended a few years. The Greeks were not so anxious to graduate their boys into the state as they were to have them fit when they entered the state. The Greek state to the Greek was as heaven to the present day Christians. Socrates said he would rather die in Athens than live outside of it. After all these years the Greek models to-day are being used as the inspiration of modern teaching, and they should be further studied by every teacher.

CHILD STUDY PLANS.

Miss Lillie A. Williams, of the state normal school, read a paper on "Practical Hints in Child Study," in which she gave methods of testing the power of nervousness, sight, hearing, and memory of a pupil. She advised teachers to study what stories interested a child and also the manner of telling them. As to the latter, the child's own style of telling a story was valued more highly than the style of the story books.

Children are often taught by means of pictures, the child being asked to show its choice of a group of pictures and then to select the single pictures liked best. Some teachers find profit in studying what the children read. One bright boy at school had read 110 books in six months, and many were reading cheap novels of Western life unknown to parents.

There should also be a study of the child in connection with the parents, according to some progressive teachers. One of the methods was to meet the mothers of the pupils in a body, when questions affecting the pupils may be discussed. One of the defects in this system, reported from St. Paul, is that family grievances, not related to the child, are aired and many wives get a chance to speak of the shortcomings of husbands.

THE N. J. RETIREMENT FUND.

Mr. Franklin Thorn, of Paterson, reviewed the work of the past year in the interest of the Teachers' Retirement Fund. Miss Allen, secretary of the pension fund committee, gave the early history of the movement. Eighteen states are now moving in the matter of pensions for teachers. Until public sentiment has changed, no attempt will be made for state aid. Dr. Green said he was in favor of a retirement fund, but was opposed to the present law, which was considered legally so weak that loads of hay could be driven through it.

President Manness replied that the holes were being carefully considered by the best legal talent in the state.

Mr. W. E. Bissell, of Newark, said that even if pensions were constitutional, they were not right, as they would result eventually in the reduction of salaries. Teachers, if underpaid, would better ask for an increase in salaries. Miss Allen said that the idea of the fund was to assist those who need assistance, and that is why the older teachers are included. If the teachers were to start an insurance company, they would admit only the younger teachers and require physical examinations and many other things, like insurance companies.

PEDAGOGICAL LIBRARIES AND SUMMER SCHOOLS.

The report of the committee on educational progress was read by M. L. Cox, of Dover. As a result of the law of 1891, pedagogical libraries will be in existence next year in every county. Among other things the report recommended the appointment of a committee to formulate some feasible plan for the establishment of a summer school in each county or congressional district, where opportunities for pedagogical instruction and higher culture will be given to the teachers. The elevation of public sentiment is one of the hopeful signs of the times, and its value cannot be overestimated. The county course of study settles in a measure the long-standing feud of the teacher and the people, by making it the duty of the superintendent to point out what results should be expected, and the people will probably be satisfied with reasonable amounts of knowledge and skill in its use.

INCORPORATION FAVORED.

Dr. Barringer, of Newark, made a formal motion for the executive officers to secure the incorporation of the association, which was adopted. President Manness said that incorporation would put the association in a better legal position in regard to the teachers' retirement fund. The following are the

OFFICERS ELECTED FOR 1897.

President, J. H. Hulsart, Dover; vice-president, W. H. Elbridge, Williamstown; secretary, L. C. Wooley, Trenton; treasurer, H. E. Harris, Bayonne; representatives to the retirement fund, S. E. Manness, Camden, and Elizabeth A. Allen, Jersey City.

DICK.

BOOKS.

A very complete treatise on *Plane Surveying* has been prepared by Prof. William G. Raymond, of Rensselaer Polytechnic Institute. The long experience of the author as a teacher and practicing engineer is evident in the contents and method of the book. Points likely to present difficulty to the student or to the young surveyor are rendered plain. The methods are modern, the statements are clear and concise, the directions are definite. Attention is also paid to topographical, hydrographical, and mine surveying, as well as earth-work computations; field work, and map-making are made plain, the slide rule, little known but most useful tool of the engineer, is described. A large number of original problems and illustrative examples is given, furnishing valuable material for practice.

The tables are intended to be strictly accurate, and embody recent improvements which especially adapt them to the use of the surveyor and the student. They are printed on tinted paper, to distinguish them from the remainder of the book, thus facilitating their ready reference and use. Large, clear, differentiated type is used, and the paging is so arranged that logarithms of all numbers beginning with a given figure may be found without turning over the page. Five-place tables are adopted, and the arrangement is for tenths of a minute instead of for seconds, thus rendering the book more serviceable both for practical and theoretical use. The examples of map-drawing are especially well executed, and the colored maps, finished as in actual practice, are a feature not found in any similar work. Price \$3.00. (American Book Company.)

Count Tolstoi, the great Russian writer, has been engaged in the preparation of a work on Christianity, in four parts. In one of these parts he has fused the four gospels into one under the title of *The Gospel in Brief*. Thus pruned of all superfluities, the account of Christ's teaching is, according to Count Tolstoi, the most conventional presentation of metaphysics and morals, the purest and most complete doctrine of life, and the highest light which the human mind has ever reached; a doctrine from which all the noblest activities of humanity in politics, science, poetry, and philosophy, are instinctively derived. There are no facts mentioned in this narrative not in the gospels, yet it reads like a new story, so transformed is it by the pen of genius. (T. Y. Crowell & Co., New York and Boston. 12mo, 221 pp., cloth, \$1.25.)

The words of Curtis that pure and lofty minded American in his address on *The Public Duty of Educated Men* is worthy of study by every citizen of the republic. It has been edited for Maynard's English Classic Series, by Prof. Brainard G. Smith, of Hamilton college, with a biographical sketch, rhetorical analyses, and explanatory notes. (Maynard, Merrill & Co., New York.)

Spenser was a poet with a powerful imagination, yet weak in the constructive faculty. Mary E. Litchfield has gathered together the parts of the story of *Britomart* from Books III., IV., and V. of the "Faery Queene," and furnished it with notes and an excellent biographical and critical introduction. All lovers of poetry will enjoy the good work of the editor in presenting Spenser in so readable a shape. (Ginn & Co., Boston.)

A very handsome *History of Rome* has been prepared by W. W. How and H. D. Leigh, one a lecturer and the other a tutor at Oxford university, England. It contains 550 pages, and is prepared for school use. It is a volume that shows the authors to have had access to material not used fifty years ago; it has been produced in the light of modern criticism. The authors have drawn from the works of the ablest students of Roman history; they have employed numerous illustrations produced in the best style; they brought to aid a clear understanding of the ancient and wonderful people of whom they wrote all the archeology such a volume would bear; copies of coin, and inscriptions are given which illustrate the art language and literature of the Romans in the days of the Republic. This volume the teacher will want on his desk. (Longmans, Green & Co. \$2.00.)

Two modern poets, Goethe and Racine, have revived the old story of *Iphigenia*, and each told it in a masterly way. The Frenchman tells it in rhymed couplets and follows the story as given by Euripides with some exceptions, showing considerable originality in treatment. Racine's play has been edited by Benjamin Duryea Woodward, B. L., Ph. D., of the department of Romance languages and literatures in Columbia university, who add a biography of the poet, a discussion of the classic myth on which the tragedy is based, a selection from the comments of great critics, a full bibliography, and an appendix devoted to a critical examination of Racine's use of words and forms of expressions. The grammatical and exegetical notes are very full and give all necessary assistance for a clear comprehension of the text. The book is well printed and very tasteful in appearance. (American Book Company, New York. Cloth, 12mo, 198 pp., 60 cents.)

François Coppée is one of the most elegant of modern French writers; he is a poet even in his prose; his sympathies are wide and deep; he is a native Parisian and loves Paris devotedly. One of the best of his short stories is *On Rend L'Argent*, which has been adapted to the class-room and edited, with introduction and notes by Thomas Bertrand Bronson, master of the Lawrenceville school. It is bound in cloth and is well illustrated. (Henry Holt & Co., New York.)

Among the volumes to be selected for the high school classes in French, *La Princesse de Clives* will be found suitable; it was written by Madame de La Fayette. It has been suitably edited with an introduction and notes by Profs. Benjamin F. Sledd and Hendren Gorrell, of Wake Forest college. (Ginn & Co.)

Among the volumes for classes studying French in the high schools *Selected Essays* from Sainte-Beuve will be found deserving the attention of teachers. (Ginn & Co.)

A volume for classes in German in high schools is *Krambam-bul*; it is edited with suitable notes by A. W. Spanhoofd. (American Book Co. Price, 25 cents.)

Preisgekrönt is the title of a little volume edited by Prof. Charles Bundy Wilson, Iowa university, from the German of Ernst Eckstein. It is well fitted for classes in German in high schools, academies, and colleges. The notes are especially excellent; it has an introduction that will interest the reader in the author. (Henry Holt & Co. Price 30 cents.)

A book to teach German entitled *Der Praktische Deutsche* has more than an ordinary interest, for the reason that the exercises are printed in Roman instead of Gothic. When printed in Gothic a barrier is at once put up that does not exist in learning French. This is one great reason why so many learn French rather than German. The aim of the book is to teach Americans to speak German; hence there is no reason for overcoming the difficulties presented by the Gothic forms. The author well says the Roman type is much clearer than the German and better for the eyes. It will be a day for rejoicing when the German text is wholly laid aside; there is no use for it. Price \$1.00. (William R. Jenkins, N. Y.)

Elementary Lessons in Magnetism is one of the "Royal School Series" adapted to the new English code; the author is W. Jerome Harrison. Being a book of only eighty pages it is only an introduction to the subjects treated; the work is descriptive and experimental; facts are presented only and not theories. A careful examination of this little book finds it a model treatise for youth; the eighth class of boys and girls in the grammar schools could make the experiments indicated. (Thomas Nelson & Sons.)

A Music Teacher's Manual has been prepared by Julia Ettie Crane, of the Potsdam, N. J., state normal school. (Price, 50 cents.)

One of the surprising developments relating to public education is the earnest attempt to equip teachers properly to teach drawing at home. Probably nine-tenths of the teachers now employed are unable to teach drawing, and they have no means to acquire the ability. This was met by the Prang Educational Company and we have, in a pamphlet they have issued entitled *The Prang Normal Art Classes*, a clear account of what is attempted and done. Knowing the sincere work attempted and knowing many of the pupils, it can be said with pleasure that the results are really remarkable. All teachers desiring to learn to draw would do well to address them. (Prang Educational Company, Boston.)

The study of children has assumed a practical phase in the Worcester, Mass., normal school, and a volume has been published, edited by Miss Ellen M. Haskell, under the title of *Child Observations*. This is a better title than "Child Study" which is crudely given by many persons to an act seen and recorded. This volume is limited to Imitation and Allied Activities. An introduction by Principal Russell tells us that the observations have been carried on by the pupils of the Worcester normal school, and that there is therefore no scientific pretension about them; that whether pedagogy be enriched by them or not the observer will gain an enjoyment of childhood by sympathy and insight, and this is an end of itself. It is too early for us to say yet that *Child Observation* will have any other result for the teacher; the main thing is for the teacher to know the child's ways. It is quite possible that he will then learn to modify his ways. Many of the observations recorded are mere incidents and nothing can be predicted of them. Yet the book has extreme interest. (D. C. Heath & Co. \$1.50.)

The Bornjum Barbell Drill is the title of a work on gymnastics by A. Tait McKenzie. A barbell is a rod just of the length from the chin to the floor; it is a capital instrument to develop suppleness, precision, and accuracy. Music is needed. There are twenty pages and sixteen positions shown on a page. The book well deserves attention at the hands of teachers of gymnastics. Directions needed are given on each page. Price, \$1.00. (Triangle Pub. Co., Springfield, Mass.)

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Interesting Notes.

With the number bearing date January 2, *The Living Age* begins its two hundred and twelfth volume. This sterling magazine grows in excellence as its years increase. It has just added a monthly supplement devoted to readings from American periodicals, readings from new books, and a list of books of the month. In addition to what has heretofore been presented in its pages, the magazine gives translations from the periodical press of Continental Europe. Hitherto this wide field, containing much of interest to the American public, which is so alive to every question of the day, has been unknown ground to all but the favored few.

Current Literature for January gives a survey of the best thought of the month in its extracts from books, magazines, and newspapers. A reading from Conan Doyle's new book, "Rodney Stone"; one also from "A Child of the Jago," by Arthur Morrison; an interview with Mark Hanna, telling of his preferences in literature and the drama, appears; and a special article on journalistic criticism is contributed by Hamilton W. Mabie.

After the "Holden System for Preserving Books" was thoroughly examined at the offices of the U. S. Bureau for Public Instruction, Washington, D. C., Interior Department, an official remarked, "I do not see how free text book laws can be successfully operated, where economy and cleanliness are at all desired, without the 'Holden System for Preserving Books' is adopted in conjunction." The amount of money paid out annually for text-books, by free text-book communities, runs into many millions of dollars. The Holden Pat. Book Cover Co., of Springfield, Mass., assert that they can save fully one third to fifty per cent. of this sum, by the increased life of the text-books where their system is adopted. In many places where they are using them, officers have written them that the saving has been even greater than they claimed. This is a startling fact, and should have weight with any school board owning their own books.

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Who can form the greatest number of words from the letters in ENDEAVORS? You can make 20 or more words, we feel sure, and if you do, you will receive a good reward. Use no letter unless found in the word. Use no language except English. Use any dictionary. Pronouns, nouns, verbs, adverbs, prefixes, suffixes, adjectives, proper nouns, plurals allowed. Anything that is not legitimate is a word. Work on your manner: Endeavours, endeavours, endeavours, nodd, nodd, dear, dear, ears, and, or, ore, ore, ore, etc. Use these words in your list. The publisher of WOMAN'S WORLD AND JENNESS MILLER MONTHLY will pay \$20.00 in gold to the person able to make the largest list of words from the letters in the word ENDEAVORS: \$10.00 for the second; \$6.00 for the third; \$5.00 for the fourth; and \$2.00 each for the third, next, last, and so on. The words are to be free and without consideration for the purpose of attracting attention to our handsome woman's magazine, thirty-six pages, one hundred and forty-four long columns, finely illustrated, and all original matter, long and short stories by the best authors; price, \$1.00 per year. It is necessary for you to enter the contest to send 12 two-cent stamps for three months' subscription with your list of words, and every person sending the 24 cents and a list of twenty words or more is guaranteed an extra present by return mail (in addition to the magazine), of a 176-page book, "Beyond Recall," by Adeline Sergeant—a powerful love romance. Satisfaction guaranteed in every case or money refunded. Lists should be sent at once, and not later than March 15. The names and addresses of the contestants will be printed in April issue, published in March. Our publication has been established nine years. We refer you to any mercantile agency for our standing. Make your list now. Address: H. PLUMMER, Publisher, 225-6 Temple Court Building, Dept. M. C., New York city.

Six-Day Tour to Old Point Comfort, Richmond and Washington.

On January 28 the second of the present series of personally-conducted tours to Old Point Comfort, Richmond, and Washington via the Pennsylvania Railroad will leave New York by special train.

Old Point Comfort, besides its delightful climate, is rich in historical associations. It has long been a fashionable resort and its popularity is increasing every year. Its magnificent hotels are the marvel of visitors.

Richmond is the nucleus around which has gathered a halo of national history. One of the principal cities of the early times, it rose to remarkable prominence as the capital of the Southern Confederacy. It contains many historic points and monuments to many men famous in American history.

Washington is now attired in its richest and most attractive vestments. The social season is on and ball succeeds ball in a brilliant maze of fashionable etiquette.

Tickets for this tour, including transportation, meals *en route* in both directions, transfers of passengers and baggage, hotel accommodations at Old Point Comfort, Richmond, and Washington, and carriage ride about Richmond—in fact, every necessary expense for a period of six days—will be sold at rate of \$35.00 from New York, Brooklyn, and Newark, \$34.00 from Trenton, \$33.00 from Philadelphia, and proportionate rates from other stations.

Tickets will also be sold to Old Point Comfort and return direct by regular trains within six days, including transportation, luncheon on going trip, one and three-fourths days' board at Old Point, at rate of \$16.00 from New York, Brooklyn, and Newark, \$15.00 from Trenton, \$14.00 from Philadelphia, and proportionate rates from other stations.

Apply to ticket agencies, Tourist Agent, 1196 Broadway, New York, or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

It is fair that all should bear their just share of taxation; but do they? Lee Meriwether, commissioner of the Missouri bureau of labor statistics, says not. In his report on "Street Railway Franchises" he says that for franchises worth \$29,571,640 the street railways of St. Louis should pay annually into the city treasury \$1,478,582 but they only pay \$47,500; that Kansas City has given away franchises worth \$6,014,580 on which the corporations do not pay a dollar; that the part of corporation property the assessors have not forgotten to assess has been grossly undervalued; that in Kansas City and St. Louis, where a tax of \$25 is assessed on each car operated, the officials permit the corporations to escape paying thousands of dollars legally due upon hundreds of cars.

Rheumatic Pains.

As the season is now approaching when they become more common, a word regarding their management will not be amiss. The value of Antikamnia in these affections is not to be questioned, for it undoubtedly has a curative action. Patients will not be satisfied with the assurance that they will find relief in a few days. They are suffering pain and desire relief, the sooner, the better. Antikamnia given by means of the tablets, (which contain five grains each), crushed, taken every two or three hours will produce desired results. This method is especially recommended in chronic cases, where the pain is not so severe, but constant.

Confinement indoors and the severe nervous strain to which teachers are subject, are likely to cause dyspepsia. The person thus afflicted is miserable and unfit for work, and should employ some means to restore a healthy condition of the body. Happily, a preparation exists in Bovinine, that has relieved thousands of such cases. It is not a medicine, but a food that enters into the blood and rapidly and surely builds up the wasted energy. It is a food tonic and an efficient nerve strengthener. Two spoonfuls used according to directions at luncheon will help wonderfully in carrying the jaded teacher through the day. It is perhaps not generally known that General Grant lived on Bovinine the last four months of his life.

From Mr. W. H. Underwood, Eastern passenger agent of the Michigan Central railroad, has been received a handsome little pamphlet entitled *Daily Notes*. It contains, in addition to time tables and other information about that popular railroad, pages for memoranda from Jan. 1 to Mar. 31, 1897, a calendar, etc. It is a very convenient little book to carry in the pocket.

On Dec. 21, '96, the text-book committee of the city of Philadelphia unanimously voted to recommend the adoption of the "Holden System for Preserving Books" at the full board meeting Jan. 12. We are satisfied they will make no mistake in adopting articles which have for years proven of such economical value to free text-book communities.

When the Prince of Wales was in America, in 1860, he was a young man of nineteen and unmarried. Naturally, the American girls were deeply interested in him, and a period of the most romantic excitement ensued in all the cities. One of the Prince's party was Stephen Fiske, the journalist, who has written out the whole story, and it forms the January installment of *The Ladies' Home Journal's* series of "Great Personal Events." Illustrations of some of the great scenes have been made, and these are given with the article.

The thousands who visit Chautauqua every year will be pleased to learn of the issue by the West Shore railroad, C. E. Lambert, New York city, general passenger agent, of a *Chautauqua Assembly Calendar for 1897*. On the large card are the dates of the opening and closing of the assembly and the summer schools, and fastened to this is a thick pamphlet containing a scriptural quotation and a quotation in prose or verse from some noted writer for every day in the year; also the order of study recommended, departments, etc.

During the Teething Period.

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CALIFORNIA.

Personally-Conducted Tour via Pennsylvania Railroad.

At 8.13 A. M. Wednesday, January 27, a special train of Pullman composite, dining, sleeping, compartment, and observation cars will leave the handsome Jersey City Depot of the Pennsylvania Railroad, bound for San Diego, California, and conveying the first of the Pennsylvania Railroad Company's personally-conducted tours to the Pacific Coast.

This train will be the finest that ever crossed the continent and the tour it carries one of the most elaborate and complete ever conceived for trans-continental and pleasure travel. In charge of an affable and experienced tourist agent, assisted by a highly accomplished chaperon, this party, without fear of missing train connections, and without any of those petty annoyances incident to individual traveling, crosses the American continent with as much comfort and ease as it would spend a week at the Waldorf, stopping, too, at St. Louis, Kansas City, Las Vegas, Hot Springs, and Santa Fe, and visiting their principal points of interest. A bath room, barber shop, and an upright piano will be found on the train, and every other convenience and luxury of a first-class hotel.

The great object of this tour is to escape the insalubrious climate of the East and to sojourn for a time amid the transcendent beauties of California, breathe its invigorating air and bask beneath its matchless sky. A grander attraction could not be offered, nor a more perfect method of reaching it.

Five weeks will be allowed in this "Paradise of the Pacific," during which tourists will visit Los Angeles, Pasadena, "Ye Alpine Tavern," Santa Barbara, San Bernardino, Mt. Hamilton, and the garden spot of the earth, Del Monte.

Returning, tourists will stop at Salt Lake City, Glenwood Springs, Colorado Springs, Manitou, Denver, and Chicago. Two days will be spent visiting the famous and sublime freaks of nature in the Manitou region.

Tickets for this tour, including railroad transportation, Pullman accommodations (one double berth), meals *en route*, carriage drives, and hotel accommodations going and returning, and transportation in California, will be sold at rate of \$310.00 from all stations on the Pennsylvania Railroad System East of Pittsburgh.

Apply to ticket agents, Tourist Agent at 1196 Broadway, New York, or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

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